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ABSTRACT

Two social studies units for sixth grade provide information and learning activities about Africa and Russia. Both units contain lists of concepts to be learned, skills, objectives, learning activities, common misconceptions, vocabulary, maps, objective and essay tests, and bibliographies. The unit on Africa helps students understand the wide variety of cultures within the continent as well as realize the similarities in man's basic physical needs and universal outgrowths of society such as religion and government. By making geological relief maps, independently researching individual countries, or analyzing folk tales, students develop map and research skills while learning about the forces that have shaped the continent's history. Student reading material and teachers' lectures cover topics such as apartheid and tribalism. The unit on Russia emphasizes its cultures, geography, historical development, and role in the 20th century. Teachers are encouraged to select from 70 learning activities including field trips, role-playing historical characters, and comparing pollution problems of Lake Baikal and Lake Erie. Identification of the political and economic characteristics of Communism is one of the unit's objectives. Teachers should be able to incorporate part or all of both units into existing social studies course plans. (AV)

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WORLD CULTURE AREAS:

AFRICA

Grade 6

Margaret Nevens, Diane Kostick, and John Marshall

BEST COPY AVAILABLE

SO 009 892

COMMUNITY CONSOLIDATED ELEMENTARY SCHOOL
DISTRICT NUMBER 4

Barrington, Illinois

September, 1972

INTRODUCTION

This unit is planned to introduce students to the wide variety of cultures found in Africa. The emphasis is on similarity. Man's basic physical needs: food, shelter, clothing; and the outgrowths of society: art, religion, recreation, government, language, are explored. The great historical cultures are also included. Hopefully, many of the misconceptions about Africa are replaced with accurate information.

This unit was prepared during the summer of 1972 by Margaret Nevens. Parts of the unit evolved over the years and special mention must be made of the contributions of John Marshall and Diane Kostick.

CONCEPTS

1. Africa's physical and human heritage is at least as old and as deep as that of any other continent.

2. People are more alike than different. Men all over the world have physical, social and psychological needs. How they fulfill these needs is known as culture.

3. Most of the inhabited portions of sub-Saharan Africa are situated on highlands.

4. Africa's rivers contain tremendous potential for the future development of hydroelectricity and industry.

5. Environmental factors are strong determinants in existing patterns of human adjustment; however, no single factor of the environment controls man's actions.

6. Even in severe or restricted environments, man is succeeding in changing his surroundings.

7. Many of the weakness or failings which destroyed the early African states are common to present-day civilizations.

8. The impact of European culture on Africa folkways will be felt for generations.

SKILLS

1. Mapping:
   a. reading and analyzing contour maps, mercator projections, and physical relief maps.
   b. copying, sketching and detailing maps and map features.
   c. relating map data to environmental conditions.
   d. relating map data to new facts.
   e. using maps to illustrate a wide variety of statistics.
   f. make, read and interpret bar graphs and line graphs.
   g. learn sources in which a variety of maps can be found.

2. Researching:
   a. Using appropriate sources (almanacs, Readers' Guide to Periodic Literature, texts, encyclopedias, etc.) to find information.
   b. Find answers to specific questions in a variety of reference books.
   c. Take accurate and pertinent notes from material.
   d. Organize information.
   e. Outline information gathered.
   f. Interpret and compile data.

3. Reporting:
   a. Make an oral or written report.
   b. Work individually or as a member of a group.
   c. Learn to work in committee to plan, prepare, and present an interesting report.

SKILLS (Continued)

d. Relate ordered sets of environmental conditions to human adjustments.
e. Use photographs, drawings, and samples of arts and handicrafts to determine cultural content.
f. Draw analogies between past and present day cultures.
g. Relate historical data to geographical constants.
h. Trace sequential cultural patterns.
i. Use visual aids effectively when reporting to a group.

4. Listening:
Recognize important information presented in oral reports, lectures, and audio visuals.

5. Thinking:
a. Develop patterns of thought which allow for time, change, exception.
b. Understand the roles of cause and effect in natural history.
c. Predict ranges of activities on the basis of known environmental factors.
d. Assess cultural contributions.
e. Ask pertinent questions.
f. Differentiate between fact and opinion.

6. The arts:
Appreciation through participation in African art forms (drama, music, sculpture, etc.)

OBJECTIVES

1. A realistic concept of the great size, variety and historic age of Africa.

2. An understanding of the relationship between Africa's topography, her lakes and rivers, and her human habitation patterns.

3. An understanding of the importance, for the present and the future, of Africa's internal water systems.

4. An interest in learning more about Africa's land and people.

5. An understanding of the factors which contribute to the variety of climates in Africa.

6. A conception of the interrelationship of climate, soil and vegetation.

7. An introduction to the uses to which humans are putting the environment of Tropical Africa.

8. An appreciation of the age primacy and the vitality of many ancient African cultures.

9. An understanding of the concepts of cultural exchange and cultural contributions.

10. An introduction to the bases for present-day tribal organization in Africa.

11. Understanding the role played by European colonizers in the eighteenth and nineteenth centuries.

12. An appreciation of African desire for independence.

13. Understanding of the cultures and customs in the regions in Africa. A study about food, shelter, clothing, art, work, government, education, communication, transportation, recreation and religion will inform students.

14. Develop a working African vocabulary - common concepts or terms important to understanding African cultures. (some English, some African)

15. Identify and locate on a map the countries of Africa: Algeria, Angola Botswana, Burundi, Cameroun, Central African Republic, Chad, Congo Republic, Dahomey, Equatorial Guiena, Ethiopia, Gabon, Gambia, Ghana, Guinea, Ivory Coast, Kenya, Lesotho, Liberia, Libya, Malagasy Republic, Malawi, Mali Mauritania, Mauritius, Morocco, Mozambique, Nambia, Niger, Nigeria, Portugese Guinea, Rhodesia, Rwandi, Senegal, Sierra Leone, Somalia, Union of South Africa, Swaziland, Sudan, Tanzania, Togo, Tunisia, Uganda, United Arab Republic, Upper Yalta, Zambia.

ACTIVITIES

1. Illustrate age and geological history of Africa's earth layers with an "earth age" project. Research map construction, model making and sketching used to present:
   a. the story of the earth's rocks
   b. rock layers and earth movement
   c. measuring aeons of time through rock layers
   d. the study of silt layers
   e. metals and their part in our knowledge of the past
   f. theories of continental formations
   g. bedrock and the age of our earth
   h. fossil remains and the clues they provide
   i. the evidence which man leaves behind
   j. methods of dating rock and human artifacts

2. Some mapping projects for individuals or committees could be:
   a. political divisions in Africa: 1800, 1900, 1941, 1968, 1972
   b. physical map
   c. uplands
   d. rivers and tributaries
   e. lakes
   f. physical regions
   g. major vegetation zones
   h. basins and valleys
   i. present and future dam sites
   j. climate zones
   k. rainfall
   l. population density
   m. land use
   n. cultural divisions
   o. language families
   p. areas affected by insects (tsetse fly)
   q. Using statistics from U. S. Information Service a series of comparison maps can be made showing: people per sq. mile and world rank; city population; People per: Doctor, Teacher, car, radio, phone, TV; Output; Life span; Literacy Percent; Government

3. Have each student "adopt" one of the nations or dependencies as "his own". The basic requirements could be:
   a. Read and report on at least one book which was written about the country.
   b. Provide at least one detailed map study of the country.
   c. Develop some graphic material which summarizes some key data or relationship.
   d. Maintain a scrapbook of pictures, news items or other material which provide background.
   e. Make an oral report focusing on the geography and human adjustment to it.

4. Use photographs on opaque projector or study prints to focus discussion on life in Africa.

5. Try to answer the following questions using <u>maps</u> as your only source of information:
   a. Why is Tropical Africa politically fragmented?
   b. Why are there so many separate states in Western Africa?
   c. Which elevation zone contains most of Tropical Africa's large cities?

ACTIVITIES (Continued)

d. Why are there more signs of human habitation in Africa's interior?
e. Which zones seem to enjoy the most equitable climate?
f. What is the effect of elevation on rain forest climate?
g. Are Africa's basin-lands heavily populated? Why?
h. Which zones north and south of the Congo seem to enjoy a similar climate? Why?
i. Are the river valleys of Africa well-suited for heavy population? Why?
j. Which is a more formidable barrier to man - the Sahara or the Congo-basin? Why?

6. To dispell misinformation about Africa the students can:
   a. Each write one "fact" about Africa on paper
   b. Exchange "fact" slips
   c. Research the "fact" on the slip he has been given to establish authenticity or lack of it.
   d. Compile a new set of "established facts" and distribute to all students.

7. Prepare vegetation profiles, models, or drawings which depict the vegetational variety to be found in the different climate zones: rain forest, savanna, steppe, desert, Mediterranean, etc.

8. Visit botanical gardens and florists to view and report on vegetation representative of the types found in Africa.

9. Prepare an "ecological balance sheet" by having each student supply data on one species of living thing - insect, reptile, bird, mammal - by investigating the particular set of factors which enables it to live in balance with its natural surroundings. How is man changing the pattern of existence for these creatures?

10. Research the reasons for the lack or loss of soil fertility in Tropical Africa.

11. Begin a picture gallery of African faces noting racial, ethnic, religious, tribal, linguistic, and political bonds and divisions. Sources are: newspapers, magazines, travel material, consular issue, U.N. publications, postcards, etc.

12. Investigate the anthropological history of man in Africa. A history museum would have information. (DuSable Museum, Museum of Natural History, Oriental Museum - all in Chicago)

13. Contact the Field Museum (early) and sign up for one of their lecture tours.

14. The history of population movements in Africa can be researched, graphed, and mapped. Include:
   a. physical features
   b. distribution at present
   c. probable route and means of entry into Africa of various groups.
      (1) black Africans
      (2) Nilotic Africans
      (3) Negritos Pygmies
      (4) Bushmen

ACTIVITIES (Continued)

(5) Hottentots
(6) Hamitic people
(7) Inhabitants of the Malagasy Republic

15. Analyze the origins, patterns and branches of the major language families:
    a. Hamitic people
    b. Bushmen - Hottentots
    c. Bantu
    d. Malayo - Polynesian
    e. Sudanese

16. Construct a time line to show key events in the exploration of Africa.

17. Investigate, in committee, the history and pattern of European settlement of Africa. The countries involved are: France, Great Britain, Germany, Belgium, Portugal. Also investigate the territorial divisions after World War II.

18. Students may prepare a "Student's Gazetter of New Africa". Each state or territory in Africa should be listed and the latest figures available would be attached for:
    a. area in square miles
    b. population in thousands
    c. per capita national income
    d. religious affiliation of the people
    e. racial breakdown
    f. percentage of people who live in the cities
    g. language
    h. forms of government
    i. major exports
    j. currency

19. European colonialism in Africa might stimulate topics for debate. Major areas might be:
    a. methods used to establish colonies
    b. actions and powers of colonial powers
    c. effects on the lives and lands of the subject people (economic, political, cultural, etc.)
    d. results of imperialism during and after the period of independence.

20. A statistical-map committee can establish the size of, graph, and map each of the major racial groupings and large tribal areas. Population statistics lend themselves to analysis in terms of political control. Circle graphs provide striking contrasts between white and black numbers and degree of control.

21. Lines of inquiry for gathering information on tribal or kinship organization could be:
    a. What are the names of Africa's major tribal groups?
    b. In which African nations are these groups represented?
    c. What are the language families of Africa and where are their major regions of occurrence?
    d. What are the five major cultural areas of Africa and what are their boundaries?
    e. How does the nomadic hunter of the Bush culture group live?
    f. How do the pastoral nomads of the Hottentot group differ from the Bushmen?

ACTIVITIES (Continued)

g. What are the results of a cattle-herding culture existing side-by-side with a farming culture in East Africa.
h. How is tribal life affected by the milpa agriculture practiced by the Negroid tribes of the Congo?
i. How does well-established city life found in Western Sudan affect the tribal and kinship relationship?

22. The role of cattle in the cultural and economic lives of East Africa's Masai people can be analyzed by a research team.

23. Research the latest materials on the changes of traditional Bantu tribal culture-ways.

24. The real minority groups in Africa are the Europeans and Asiatics. Investigate their life style in Africa:
a. List the countries which have European or Asiatic populations.
b. Contrast per capita incomes of blacks, whites, and Asians.
c. Contrast ownership of land.
d. Utilize any other available statistics for comparisons and contrasts.

25. Five men who were instrumental in the development of the modern state, the Union of South Africa were:
a. Cecil Rhodes - empire builder
b. Lobengula - last of the Matebele tribal kings
c. Paul Kruger - Boer nationalist
d. Jan Christian Smuts - first Boer Prime minister
e. Verwoerd - leader of the apartheid movement.
Students can make oral reports on their biographies.

26. A series of dramatic skits which present real or fictional facets of the events which marked the settlement, conquest, and present development of South Africa or any other independent nation in Africa, can be written and presented by students.

27. A radio or television program based on the format "You are There" could focus on any major event in Africa's history.

28. "News of the World Report" would present a view of Africa's history through current events there.

29. "Cultural Counting Up" can be tabulated in which members of the class provide evidence of the cultural contributions which have been made by each of the cultural and racial groups of Africa.

30. A display and concert featuring art and music of Africa can be presented or visited by students.

31. A "Who's Who in New Africa" can be compiled if each member of the class undertakes to write up a brief sketch of one of New Africa's recent or present leaders. The sketch should include name, age, tribal association, religion, education, political positions held, and philosophy.

32. World affairs: examine and evaluate the work of Organization of African Unity and the role of African nations in the United Nations.

33. Read aloud some of the folk tales of Africa or have a group of students locate and read such tales and select one or more to read to the class.

ACTIVITIES (Continued)

34. Obtain recordings of African folk music and play them in class. Discuss beforehand whether this music may be similar to or different from the music of the West. Give reasons for your opinion.

35. Invite a student or visitor from Africa to talk to the class about his home in Africa, the schools of his country, customs, costumes, major occupations.

36. Write a brief report on Africa's leading products; include information on how this continent's production of each compares with world production of the same product.

37. Appoint a committee to do independent research and prepare a classroom exhibit of a typical African village. Students might use pictorial materials, construct a scale model of a village, or both.

38. Ask each student to write an essay on how he would help Africa solve its various problems if he or she were the U. S. Assistant Secretary of State for African Affairs.

39. Have students report on the founding of the VAO and its progress to date.

MAJOR AFRICAN COUNTRIES	MID-1970 POPULATION ESTIMATES (In Millions)	AREA SQUARE MILES (In Thousands)	STATUS (Dates Indicate Year of Independence.)
Algeria	13.7	920	1962 (France)
Angola	5.5	481	Portuguese colony
Botswana	0.6	275	1966 (Britain)
Burundi	3.5	11	1962 (Belgium)
Cameroun	5.8	184	1960 (France)
Central African Republic	1.6	238	1960 (France)
Chad	3.6	496	1960 (France)
Congo Republic (Brazzaville)	0.9	132	1960 (France)
Congo Republic (Kinshasa)	17.4	906	1960 (Belgium)
Dahomey	2.7	45	1960 (France)
Equatorial Guinea	0.4	11	1968 (Spain)
Ethiopia	24.7	457	1945 (Italy)
Gabon	0.5	103	1960 (France)
Gambia	0.4	4	1965 (Britain)
Ghana	8.8	92	1957 (Britain)
Guinea	4.0	95	1958 (France)
Ivory Coast	4.3	124	1960 (France)
Kenya	10.8	225	1963 (Britain)
Lesotho	1.0	12	1966 (Britain)
Liberia	1.2	43	formed in 1822
Libya	2.0	679	1951 (Italy)
Malagasy Republic (Madagascar)	6.7	230	1960 (France)
Malawi	4.4	49	1964 (Britain)
Mali	5.0	465	1960 (France)
Mauritania	1.2	419	1960 (France)
Mauritius	0.8	0.7	1967 (Britain)
Morocco	15.4	171	1956 (France)
Mozambique	7.4	302	Portuguese colony
Niger	3.8	489	1960 (France)
Nigeria	66.6	357	1960 (Britain)
Portuguese Guinea	0.6	14	Portuguese colony
Rhodesia	5.0	150	1965 (Britain‡)
Rwanda	3.6	10	1962 (Belgium)
Senegal	4.0	76	1960 (France)
Sierra Leone	2.6	28	1961 (Britain)
Somalia	3.0	246	1960 (Italy)
South Africa	20.1	472	1910 (Britain)
~~South-West Africa~~ Namibia	0.6	318	~~under rule of South Africa~~ 1970
Swaziland	0.4	6	1968 (Britain)
Sudan	15.6	968	1956 (Britain)
Tanzania	13.3	363	1963 (Britain)
Togo	1.9	22	1960 (France)
Tunisia	4.9	48	1956 (France)
Uganda	8.5	92	1962 (Britain)
United Arab Republic (Egypt)	33.2	386	1936 (Britain)
Upper Volta	5.3	106	1960 (France)
Zambia	4.3	290	1964 (Britain)

‡ Rhodesia's independence is not recognized by Britain or most other nations.

AFRICA

AFRICA
MADEIRA
CANARY ISL.
MOROCCO
ALGERIA
TUNISIA
SPANISH SAHARA
LIBYA
EGYPT
(UNITED ARAB REPUBLIC)
MAURITANIA
MALI
NIGER
SENEGAL
GAMBIA
PORTUGUESE GUINEA
GUINEA
UPPER VOLTA
CHAD
SUDAN
SIERRA LEONE
LIBERIA
IVORY COAST
GHANA
NIGERIA
ETHIOPIA
CAMEROON
CENTRAL AFRICAN REPUBLIC
EQUATORIAL GUINEA
SÃO TOMÉ AND PRINCIPE
GABON
REPUBLIC
REPUBLIC OF THE CONGO
RWANDA
UGANDA
KENYA
SOMALI REPUBLIC
BURUNDI
TANZANIA
ANGOLA
ZAMBIA
MALAWI
COMORO ISLANDS
NAMIBIA
SOUTH WEST AFRICA
RHODESIA
BOTSWANA
MOZAMBIQUE
MALAGSY REPUBLIC
REPUBLIC OF SOUTH AFRICA
SWAZILAND
BASUTOLAND

GENERAL INTRODUCTION TO AFRICA

I. Reasons to study Africa

A. Home of 275 million people

B. Problems of the continent affect the entire world

C. Voting power in United Nations

D. Rich in cultural contributions

E. Location important - crossroads for three continents

F. Immense mineral, agricultural, manufacturing and market potential

II. Myths removed

A. "Dark Continent"

1. Travel difficult below the Sahara

2. Missionaries

3. Ignorance of Europeans

4. Fear of the interior

B. "Savage Africa"

1. Misunderstanding of morals and mores

2. Necessity for Europeans to feel superior

C. All Africans are <u>not</u> Negroes

1. Caucasians

2. Bushmen

3. Mixed races

D. Jungle

1. Only 1/6 of land

2. Wild animals roam savannas

E. "Cold War" Pawn

III. Size

A. About 4 times larger than U.S.

B. 5000 miles long

C. 4700 miles wide

IV. Topography

A. Plateau

B. Coastal lowlands

C. Deserts

1. Sahara

2. Kalahari

D. Numerous lakes

1. Victoria - one of the world's wonders

2. Tanganyika - 400 miles long

E. Rivers

1. Nile - world's largest, 4,000 miles

2. Congo

3. Zambesi

4. Niger

5. Orange

6. Limpopo

F. Mountains

1. Atlas

2. Drakensberg

3. Eastern highland

G. Rift Valley

V. Major climates

A. Tropical rainforest

B. Tropical grassland

C. Desert

D. Mediterranean

E. Mountain or vertical

F. Humid sub-tropical

VI. Soils

A. Devoid of humus

B. Easily leached

VII. Vegetation

A. Brush or scrub

B. Desert

C. Steppe

D. Savanna

E. Forest

VIII. Mineral products

A. Iron ore - low grade

B. Gold

C. Diamonds

D. Oil and gas

E. Minor minerals

1. Mica

2. Quartz

3. Tungsten

4. Bauxite

5. Uranium

IX. Animal products

A. Camels

B. Cattle

C. Fish

D. Sheep

AFRICAN RESEARCH REPORT NUMBER 1

I. Your research report should include the following:

A. Maps
B. Table of Contents
C. Outline
D. Body of the report
E. Footnotes
F. Bibliography
G. Themes

II. The body of the research report should include information on the following topics:

A. Geography

1. Land forms - topography
2. Vegetation
3. Plant and animal life
4. Natural resources

B. Climate
C. History

1. Early history
2. European settlements
3. Independence - when and how
4. Problems and promises of independence

D. People

1. Major tribes
2. Major languages
3. Urban and rural societies

E. Culture
F. Economy

1. Imports
2. Exports
3. Standard of living

G. Politics

1. Form of government
2. Current leaders
3. World ties

III. Maps - done freehand on plain white paper, colored and keyed

A. African continent - note location of the country about which you are reporting
B. Enlarged map of the country about which you are reporting.

1. Major cities
2. Bodies of water
3. Major topographical features.

IV. Themes. The length and quality are up to you although they should be at least one page. Choose two of the four about which to write.

A. Describe apartheid. How has this policy helped and harmed the peoples of South Africa?
B. Describe the problem of nationalism versus tribalism in Africa on the road to independence.
C. European colonialism: a blessing or a curse to Africa?
D. The war in the Middle East in the 1960's and 1970's.

V. Some general guidlines:

A. Follow the "Rules for a Well Groomed Paper".
B. Quality is more blessed than quantity.
C. Proof reading avoids unnecessary errors.
D. To discover awkward sentence structure read your paper aloud to someone.

BIBLIOGRAPHY AND FOOTNOTES

The bibliography lists the sources used in the preparation of your paper. You should include any, and only, these books which were helpful to you in writing your paper. You should put your bibliography at the end of your report. The books included in the bibliography should be listed in alphabetical order according to the author's last names.

Form for books: Heine, John A. and Kelevzen, Edward R. Our World And Its Peoples. Boston: Allyn and Bacon, Inc., 1066.

Form for periodicals: Mok, Michael. "Biafra: A War of Extinction and Starvation." Life Magazine. Vol. 65 No. 2, July 12, 1969.

Bibliographies do not normally include any comments about the book or periodicals; however, you should briefly indicate the value of the source to you. For example: "The Allen book on Africa is very complete, but did not give me any current information about the war in Nigeria", is a possible evaluation that could be used. You should also indicate what pages you have used for your report from each source, although this is not normally included in a bibliography.

Footnotes enable you to use important information from some source and give the author or authors credit for their efforts. Footnotes permit you to cite information directly from a source without plagiarizing the source. Footnotes are valuable tools for the researcher.

Footnote example:

"Africa is a huge continent that lies south of Europe. Most of this continent is a vast plateau, or tableland. Only a small part is mountainous. Along the coasts are lowlands which, in most places, extend inland for only a few miles." 1

---

1 William D. Allen. Africa. (Grand Rapids: The Fideler Co., 1966), p. 10.

The form for the footnote and bibliography came from the following source:

Turabian, Kate L. A Manual for Writers of Term Papers, Theses and Dissertations. pp. 18, 26, 79.

Please do not let these tools of the researcher frighten you. If at any time for any reason you need help - see your teacher.

RULES FOR A WELL GROOMED PAPER

1. Use white paper about 8 by 10½ inches.
2. Use black or blue-black ink.
3. Write your name, your class and the date according to your teacher's instructions.
4. Place the title near the center of the line.
5. Skip a line after the title.
6. Capitalize the first word of the title and all others except such words as a, an, in, on, with, to, and, for, and but.
7. Use no punctuation mark after the title unless a question mark or an exclamation point is needed.
8. Leave a one inch margin at the left and at the bottom of the page and about a half inch margin at the right.
9. Indent the first word of every paragraph one half inch from the lefthand margin.
10. At the end of a line divide a word only between syllables.
11. If you use more than one sheet of paper, number each in the upper righthand corner.
12. After planning, writing and revising a story or a report, copy it neatly in your best penmanship without blots, untidy erasures, scratched out or inserted words.
13. To correct an error, use a clean ink eraser. Then write in the correct word or letters.

AFRICAN RESEARCH PROJECT NUMBER 2

One of the purposes of this part of our African unit is to give you some instruction and experience in writing a research paper. Your task is to pick one of the five areas of African culture (Central, South, East, West, or North Africa) and write as complete a report on that area as possible. Include information on physical geography (climate, land forms, vegetation, animal life, soil, minerals, and bodies of water), history (what pre-European empires existed there, which European country controlled them, what countries are included in this area, when and how they got their independence, and problems they have had since independence), and culture (food, clothing, shelter, work, government, education, art, religion, communication, transportation, and recreation).

<u>It is important that you do not put off working on this report. Work as hard as you can starting today. Work on it every day</u>.

To write this report follow these steps:

1. Closely examine the bibliography to see what sources of information are available. Write down the titles of the sources which sound like they may contain information you need. <u>Every report must contain information from books, filmstrips and magazines</u>.

2. Check out the sources which seem good. Skim through them to see which are worth close study.

3. Write an outline of the topics on which you want information.

4. Pick the best sources and start reading and taking notes. Use note cards. Have at least one card for each topic. Put all the information you find on that topic, no matter what source you find it in, on the same card. Make sure you record the title of the source and the page number for each bit of information you find. Try to transfer information from source to notes in your own words. If you want to use information exactly as stated in the source use quotation marks. Take as many notes as you can in the time available. Your notes will be collected and graded.

5. Using your note cards write a rough draft of your report. Use your outline to help you organize your report.

6. Carefully read what you have written. Is every word you use the correct word? Is the whole report logically organized? Does it say exactly what you want it to? Is any part of it confusing? It is not unusual to rewrite sections two or three times before they are perfect.

7. Proof read final version. Check sentence structure, paragraph structure, spelling, and punctuation.

8. Rewrite in your best handwriting.

9. Proof read final copy for any errors.

10. Design a cover, do title page, and construct a bibliography.

11. Hand in completed copy <u>on time</u>.

Finished paper should consist of cover, title page, outline, report, and annotated bibliography. The total report is worth 100 points.

Physical environment	15 points
History	15 points
Each sub-topic under culture 5 points -	55 points
Form, neatness, grammar	15 points
	100 points

EXAMPLE OF NOTES

P. 89 <u>Africa</u> (Allen) African art is mainly sculpture.

<u>African Art</u> (Edwards) Africans carve wood and ivory.

P. 6 They use their carvings in everyday living.

P. 8 Africans carve masks for religious use.

<u>World Art</u> (Smith) African art has had an important

P. 270 influence on modern art.

AFRICAN UNIT: NAME_____/_____

REGION: _____DATE_____GROUP_____

GEOGRAPHIC FEATURES:

- -

AGRICULTURE AND INDUSTRY:

- -

THE PEOPLE AND HOW THEY LIVE:

- -

TRANSPORTATION:

- -

IMPORTANT CITIES:

AFRICAN RESEARCH PROJECT NUMBER 3

The purpose of this part of our African unit is to give you some instruction and experience in gathering information and presenting it to the class. You will teach a lesson.

The class will be divided into five groups representing each of the five areas of African culture (Central, South, East, West or North Africa). Each group will divide the task of collecting information so that all of the following areas will be studied:

1. physical geography: climate, land forms, vegetation, animal life, soil, minerals, and bodies of water.
2. history: what pre-European empires existed there; which European country controlled them; what countries are included in this area; when and how they got their independence; and problems they have had since independence.
3. culture: food, clothing, shelter, work, government, education, art, religion, communication, transportation, recreation. To gather information follow these steps:

    a. Closely examine the bibliography to see what sources of information are available. Write down the titles of the sources which sound like they may contain information you need. Check books, filmstrips, magazines, and the vertical file.
    b. Check out the sources which seem good. Skim through them to see which are worth close study.
    c. Write an outline of topics on which you want information.
    d. Pick the best sources and start taking notes. Keep your notes together according to subject. Make sure you record the title of the source and the page number for each bit of information you find.

    Your notes will be turned in when you teach your lesson. You may need to re-copy them neatly.

Prepare your lesson. Practice it at home or during study. Time yourself and weed-out material that is unnecessary or repetitious. Plan for the use of any pictures or hand-out sheets.

If you will need audio-visual equipment, reserve it from the learning center well ahead of the day of your lesson.

CULTURE

Lecture given to introduce tribal societies.

This reading assignment concerns culture. A number of questions will be answered. What is "culture"? How do cultures differ? Why do cultures differ? What are some of the different cultures of Africa? You should watch for the answers to the questions as you read. Also write down any questions you may have as you read. This material will be discussed in class.

- -

What do we mean when we talk about the culture of an area? A simple definition of culture is the way people live. In more detail we mean the religion, recreation, art, government, work, language, social grouping or organization, tools, customs, and education. Culture is a people's total way of doing things.

Cultures differ from one country to another. Can you think of some cultural differences? Cultures also differ from one period of time to another. Three important things that cause this change are new inventions, wars or invasions, and coming into contact with other cultures.

First of all, new inventions cause cultures to change. Historians divided history into different periods because of new inventions. The time of very simple tools and hunting is called the Old Stone Age. Then, about 10,000 B.C. someone in the Middle East made an important discovery. It was found that seeds could be planted and harvested - farming was discovered and the New Stone Age began. Farming was one of the most important discoveries of all time. It made a great change in the way people lived. Men could now settle in one place. They no longer had to keep on the move hunting. They could group themselves together in villages. Can you see how their way of living would be very different?

In more modern history we had what is called the Industrial

Revolution. This was not a war or a revolt. It is called a "revolution" because there were so many great changes. During the 1870's many new inventions were made. New machinery made new industries possible. New jobs were created. Many big businesses could now grow up. Our governments had to make new laws concerning big business. The factories were all located in one place so people began to move to these new jobs. Cities grew. The way people lived was very much changed.

Secondly, wars cause cultures to differ. To see this we can look at the history of Africa. The Romans controlled North Africa before the Arab invasion in the 7th century. In the film "Africans all" you saw how the Arabs destroyed the Roman culture. Buildings were destroyed, the water storage system was allowed to lay in ruin, and new customs were brought to the people. In the culture of northern Africa today, you can see the effects of the Arab invasion.

Another discovery that many think is important in changing American culture is the automobile. With an automobile people can live outside the city and "commute" to their jobs. Suburbs developed. The auto also changed what people did for recreation. They could now take Sunday drives in the country, for example. Can you think of other changes the auto made in American culture?

Exposure or coming in contact with other cultures can also cause changes. When the Europeans came to America they learned and adopted some of the Indian ways. For example they learned new farming methods from the Indians.

Three major things causing cultures to change from one period to another, then, are inventions, conflicts or invasions, and exposure to other cultures.

CULTURE - Reading assignment continued.

In studying different countries of the world we will find that there are different levels of culture. Some are very complex, like our own. Goods and services are very specialized. A doctor may specialize in brain surgery. A factory makes one product or one part of a machine. There are several levels of government and many laws. Most physical work is done by machines. The U.S. culture is complex when compared to others.

At the other extreme there are simple cultures. The people have to work and the work is concerned directly with the land. Most physical work is done by hand. Government organization is simple. Laws are few. The country may depend on one crop for survival. For example some Asian countries depend wholly upon rice. Other crops can be grown. However, being dependent on rice is part of the culture. There are different levels of culture then. Some are very complex. Some are simple.

What are some cultural differences? This question can be answered by looking at the different part of culture. Social organization or the way people group themselves differ. In most cultures the family is the basic unit. But family organization differs from one culture to another.

In our culture the family is made up of - a mother and a father and their offspring. Your relatives such as aunts, uncles, and cousins may not even have the same last name. Your family and relatives do not live together. If all get together some may have to travel great distance. This is one type of family organization.

Another type of family organization is based on the extended family, clan and tribe. Pygmy villages in Africa are built so that all members of an extended family live together. This may

include not only one set of parents but all the men of one family and all their offspring. A child may not live with his parent as we think of it but may go to live with his mother's brother. Specific words for these relationships have been developed. A child may have a male - mother and a felmate - father. Who would these refer to? All adults in the village may have the authority of parents over all the children - a child has a whole village full of parents. A Pygmy child is responsible to many adults but also receives the love and affection of many adults. This is an extended family. It is similar to our small family and all the relations in our culture.

The next level of family organization is the clan. A clan is a group of people who claim to be descended from the same ancestor. Everyone belonging to the same clan will have the same last name. A clan may also have its own totem. Or there may be special hairstyles, markings, or tatoos on the body. Members of the same clan can be easily recognized.

All duties, responsibilities and privileges depend on family relationships. Thus, it is very important to readily know your relationship to someone you meet in this type of culture. Members of the same clan know exactly how they are to behave towards one another. You can see why a member of this culture is very frightened or uneasy when meeting a stranger. He has no reference for knowing how to act. Finally, several clans may group together under the same leader and form a tribe.

Another part of culture is government. In our culture, when a law is broken the guilty person is usually found and punished. Some cultures do not have written laws as ours. Instead order is kept because people would not want to shame their ancestors. If

a wrong is done the object is to find the guilty person and restore good feeling. Man A may accuse man B of stealing. Man B will readily say, "Yes, I did." The judge will then ask why. The answer may bring up a grudge that he had against Man A. Often a whole series of grudges may be brought up. The two men then will be required to sit down and share a beer. The result - good feeling has been restored.

Sometimes the accusations may be made in song. In this way the attention is turned away from the crime. The pride of the accused is damaged very badly if he loses a case because of his lack of skill in singing.

We say that our way of handling broken laws ends in justice. Other methods with different objectives also result in justice being done.

African religion is as important to understand as any religion. Most African religious believe in a great God or supreme being. They also believe in intermediary gods. These associated gods are most often ancestors or some aspect of the natural environment. Most African religions also have a strong belief in "fate". What do you think this might mean for progress? Belief in fate and magic explain why the medicine man is so important in some African tribal societies. Most African religions also believe in taboos or forbidden actions. Often these are actions that would disturb the ancestors.

Other religions are also practiced. There are 40,500,000 Christians in Africa today. Think of the confusing influence Christianity could have on the Africans.

In their tribal religions they had been taught that a man's importance depends on his closeness to the ancestors. Then

CULTURE - Reading assignment continued.

Christian missionaries try to tell the Africans that all men are equal.

The Moslem religion has the largest following in Africa, 95 ½ million. Again the direct effect can be seen on daily living. The Moslems believe in polygamy which would affect family organization. These are some differing religious beliefs, then, and some examples of how they affect their cultures.

Language is one of the most obvious cultural differences. Most nations are formed by people who speak the same language. Of the 2,700 major world languages, 500 of them are found in Africa. Often it is difficult to study another culture because languages differ. We are always trying to understand another culture in terms of our own. Sometimes the same word means different things. In our culture "doctor" means someone who heals. This helps explain why the medicine man or witch doctor not only heals the physically ill but also has the duty of healing ill-feelings between people.

There is another way in which languages differ. To describe our parents, we have two words, mother and father. But we have already seen how a much more elaborate terminology is used in some tribal cultures. By using words as male-mother and female-father the exact relationship can be explained. It also demonstrates a different type of living pattern.

Cattle are very important to the Masai herdsmen of eastern Africa. For this reason their language contains many specific words describing cattle, including even the size of horn. Similarly the Eskimo has several words referring to snow to exactly describe it's condition.

Recreation is another part of culture. Games children play

often imitate the adult culture. This is one way in which culture is learned. The time that a people have available for recreation also tells us something about their culture. Pygmy children to the age of seven, for example, are allowed to live a very carefree life.

Types of recreation should be noticed also. Would a culture that stressed games showing individual prowess or ability differ from one stressing team sports? Again, Pygmy games develop quickness, alertness and strength. These are skills that will be needed in hunting.

One final subject also illustrates how cultures may differ. In our culture time is extremely important. You have an alarm clock so that you will wake up on time. Your father must get to work on time. You must have an excuse if you don't get to class on time.

Some European cultures, however, do not value time. If an appointment is made for a specific hour it means somewhere around that time. The Bushmen of South Africa tell time only by the different seasons. Minutes, hours, and days are not significant in their culture.

An understanding of cultural differences is important in looking at Africa today. The Africans have a long history of tribal traditions, and Africa is changing. African tribal cultures must adapt to the modern world. This is not an easy transition.

Children no longer learn about life by watching the adults of their village. Instead they are separated from their parents in a school in the city and are taught a different culture. They are learning things that will make them different from their

parents.

As groups move from their village to the modern city, family life is reorganized; a child no longer is dependent on many adults, but has only one set of parents. Loyalty changes from a family basis to strangers that live with in the city.

Systems of government are very different. Authority and control is no longer based on ancestry. In the city they live under police forces who enforce the law. Rules are now obeyed because it is easiest, not because it is good.

It is understandable then, that some African tribes as the Masai are very suspicious of modern culture. As new nations are formed warring tribes will have to learn to live under the same leader. Can you see why it might be difficult for an African to give up his traditions and attitudes? Much cooperation and understanding is going to be needed if the Africans are to retain their old traditions while they adopt new ways.

DISEASES IN AFRICA

Africa was long called the white man's grave. For too long the climate has been the scapegoat. This in spite of the fact that we know it was the diseases rather than the climate that created the havoc among early explorers, settlers and miners.

It is nevertheless true that tropical diseases are, today, curable diseases, once diagnosis has been achieved. Curing them, however, and keeping them stamped out, is an undertaking of gigantic proportions. Africa, like North America and most other continents, supports a formidable population of mosquitoes. Mosquitoes themselves are of nuisance value only, unless they carry disease, and in Africa two of the most debilitating, even deadly diseases known to the modern world, malaria and yellow fever, are carried by these insects. Anti-malarial drugs today are quite efficient and inexpensive, by standards of the modern western world. But they are expensive by the standards of African subsistence farmers, and large scale mosquito clearance campaigns also cost phenomenal sums of money. Although some attempts at mosquito clearance have been made by colonial powers, few were on a broad enough scale to solve the problem. Malarial infection is all but total in those areas that harbor its carriers.

Greater efforts have been made to combat sleeping sickness, or trypanosomiasis, because the extent of the disease is more limited and more approachable. There are several methods of reducing the sleeping sickness rates, each by tackling different vestors in the cycle of the trypanosome. It may be done by destroying the tsetse fly, which is the major carrier; by preventive medication of the animal and human population and even by the generally disapproved method of destroying the wild game which inhabits the general area, thereby making the medicated and presumably uninfected animals the only ones available to the flies, thereby stamping out the disease. Tsetse flies cannot live very far from dense undergrowth of the sort usually found along streams. One of the ways of fighting the flies has been to cut out the undergrowth along the streams. It has also been considered desirable to use insecticides to clear out whole areas, although the degree to which one can justify killing off all insect life for the sake of getting rid of the tsetse flies is argued by many people. There are a few places in which the best and most effective way of eliminating the flies is to have them captured by the local people, with a sort of bounty system of remuneration.

Success in wiping out major diseases can be seen in the UNICEF campaign to rid the continent of yaws, an infectious skin disease. In most parts of the continent, the pain and embarassment of yaws is only a memory.

AFRICA

The New Nations - Student Weekly Activity

An outstanding feature of the Student Weekly is its frequent use of maps. One of Africa provided our classes with a reliable, up-to-date picture of the continent's post-World War II movement towards independence from colonial rule. This full-page map, published in October, became a familiar and accessible reference tool over the remainder of the school year. To make the map available departmentally for large-group instruction, we went to our school copying machine and produced a transparency for use with the overhead projector. And so the students in our classes became aware that Bechuanaland and Basutoland were now Botswana and Lesotho, and our carefully selected "timely" paperback texts for non-Western studies had, unfortunately, become "dated" once again.

Students in our classes are required to prepare, by the end of the year, an area study on one African and one Asian nation. This time the assignment procedure was enlivened by following the pattern suggested in the map. The numbers 1 (Libya) through 36 (Lesotho) were placed on slips of paper. Each student then chose one of the folded slips of paper, and that African nation became his area of specialization for the remainder of the year. Each area study took the form of a booklet that included, wherever possible, the following items:

1. A map showing the physical and political features of a nation.
2. A map showing products.
3. Statistics showing literacy, rate of population growth, average life expectancy, per capita income and per capita Gross National Product.
4. Short sketches of the nation's pre-colonial history, the impact of European colonization, and the movement to independence.
5. A brief analysis of the meaning behind the nation's flag and national anthem.
6. The significance of the change of name (if this applies) after independence.
7. A short biography of the current political leader.
8. A collection of newspaper and magazine articles about the nation.

Students were encouraged to contact African embassies in Washington, D.C., or even write to the official government agencies in Africa, to obtain data needed to fulfill certain of these requirements. By mid-year, our study of African affairs had been enriched by a variety of government publications and documents.

AFRICA

Political Instability - Student Weekly Activity

Near the beginning of our study of Africa, we distributed the following duplicated paragraph:

> "Freedom of worship was denied, because he was held to be the incarnation of God. Freedom of speech was suppressed. The press was censored and distorted with propangda. The right of criticism was denied. Men were detained or even sent to the gallows for holding honest opinions. They could not assemble for discussion. We spoke of public affairs only in private. We were subject to searches and seizures by spies and inquisitors who haunted this land of ours."

Students were asked to write down the name of the dictator whose control was being described. The most common answers were Hitler, Mao Tse-tung and Stalin. No one guessed that this was a sketch of life in Ghana under Kwame Nkrumah. It was written by Colonel A. Afrifa, who describes his role in the planning and execution of Nkrumah's ouster in 1966 in a valuable little primary source, "The Ghana Coup," published by The Humanities Press.

We used this approach to stress to students that Africans are having acute difficulties even developing acceptable governments, and that the goal of pan-African federation seems distant indeed. A map, "Army Coups in Africa," in the Student Weekly provided a visual record of this political instability. To supplement the map, a New York Times filmstrip, "Focus on Africa," was shown in class. After some discussion, students were offered the following description of a "classic coup:"

1. Comes as a complete surprise.
2. Occurs in the early morning hours.
3. Very little loss of life.
4. Former leader is killed or put under guard.
5. Official radio station is seized.
6. Completed within a few hours.

Students were then asked to discover how many of the ten army take-overs shown on the map had been "classic coups" and how many "sloppy coups" (too much bloodshed, executed in broad daylight, etc.). The listing of the exact dates of the coups in the Student Weekly made it convenient for students to use the Readers' Guide to Periodical Literature and The New York Times on microfilm to find the data needed to complete the assignment.

AFRICA

The Case of Nigeria - Student Weekly Activity

It could be said that the most serious problem facing the new nations of sub-Sahara Africa today is tribalism and regionalism. Our plan in studying this problem was to focus on Nigeria, whose image as the model of democracy and successful federation in Africa had been shaken by recent tribal violence.

A film, "Africa In Change: West Africa (Nigeria)," introduced the differences between the three major regions in Nigeria. The Hausa tribe in the North is the largest single tribe in Nigeria, and so we also showed the film, "Hausa Village," which examines the influence of the Moslem religion upon the Hausas. This film also depicts the preparations for a Hausa wedding ceremony and the building of a house for the bridal couple.

Students now had a simple frame of reference within which to examine recent news of tribal violence in Nigeria. The Student Weekly had printed an article and map that gave accounts of fanatic Hausa attacks upon Ibo tribesmen living in the North, and of a mass exodus of Ibos southward to their home region. After a discussion of the article, student committees were encouraged to look further into the problem by choosing one of the following questions as the basis for research and a report to the class:

1. A Nigerian politician, member of the Yoruba tribe, says of the Yoruba, Ibo, Hausa, Fulani and Edo tribes that "there is as much difference between them as there is between Germans, English, Russians and Turks, for instance." Does your committee agree?

2. What are some methods African leaders are now employing to foster national unity?

3. Can the difference among African states today be compared to the differences among the American colonies before the American Revolution?

Sources available for research in our library included "Nigeria" in the Atlantic Monthly (April, 1967) and "Nigeria, the Pulling Apart of a Nation," in the New Republic (Nov. 5, 1966). One bright student was assigned to read and report on a work of fiction, "No Longer At Ease," written by a young Nigerian, Chinua Achebe.

The climax of our study of tribalism and regionalism was a round table discussion with officials at the Nigerian Mission to the United Nations in New York City.

SOUTHERN AFRICA

Race and Politics - Student Weekly Activity

Despite their differences, the nations of black Africa close ranks on one subject: their desire to rid the continent of the last symbols of white colonial supremacy. A Student Weekly map, published before Bechuanaland and Basutoland gained independence, indicated the location of Portugese Angola and Mozambique, Rhodesia, the colony of South-West Africa and the Republic of South Africa. A population table showed the extent to which blacks outnumber whites in each nation. We found this map to be quite useful in delineating the scope of the problem in southern Africa.

Rhodesia has been the center of recent international concern, and the Student Weekly gave ample coverage to the white rebellion there. Students were asked to interpret the cartoon by referring to a companion article that reviewed the Security Council's vote to place mandatory sanctions upon Rhodesia. For homework, we encouraged students to consult additional sources in order to supply brief written answers to the following questions:

1. Why is Rhodesia named after Cecil Rhodes?

2. Why did each of four Security Council members - Russia, France, Bulgaria, Mali - abstain from the vote applying sanctions on Rhodesia?

3. Why does Great Britain hesitate to blockade the ports of South Africa and Portugese Mozambique?

4. Is the fact that Rhodesia is a landlocked area important to the outcome of this crisis?

5. How important is it that Rhodesia continues to receive regular shipments of oil?

Advanced students were given the option of writing a small research paper on the following question:

"What factors might account for the fact that Portugal has been able to retain control over her colonies when Britain and France had to relinquish their African holdings?"

SOUTHERN AFRICA

Apartheid - Student Weekly Activity

We feel that there is a challenge in responsibly presenting the controversy of South African apartheid to our young and impressionable students. As a start, we distributed an excerpt from a 1963 speech by the late Prime Minister Verwoerd. The excerpt follows:

> "What results can the United States show for the process of desegregation which began many years ago? Has this brought a solution to the problem where only 10 per cent of their population is non-White? Have their methods of integration brought peace and an end to discrimination? Have these means bred friendship, love and cooperation?"

> "Here in the Republic we have greater peace and order. We have much less rude handling, or oppression, and far less ill-feeling between Black and White. History has shown that where there are vast differences between people, there can be no peace and cooperation on the road to integration. People, however different, can on the other hand cooperate when they live in separate states and are able to deal with one another on that basis."

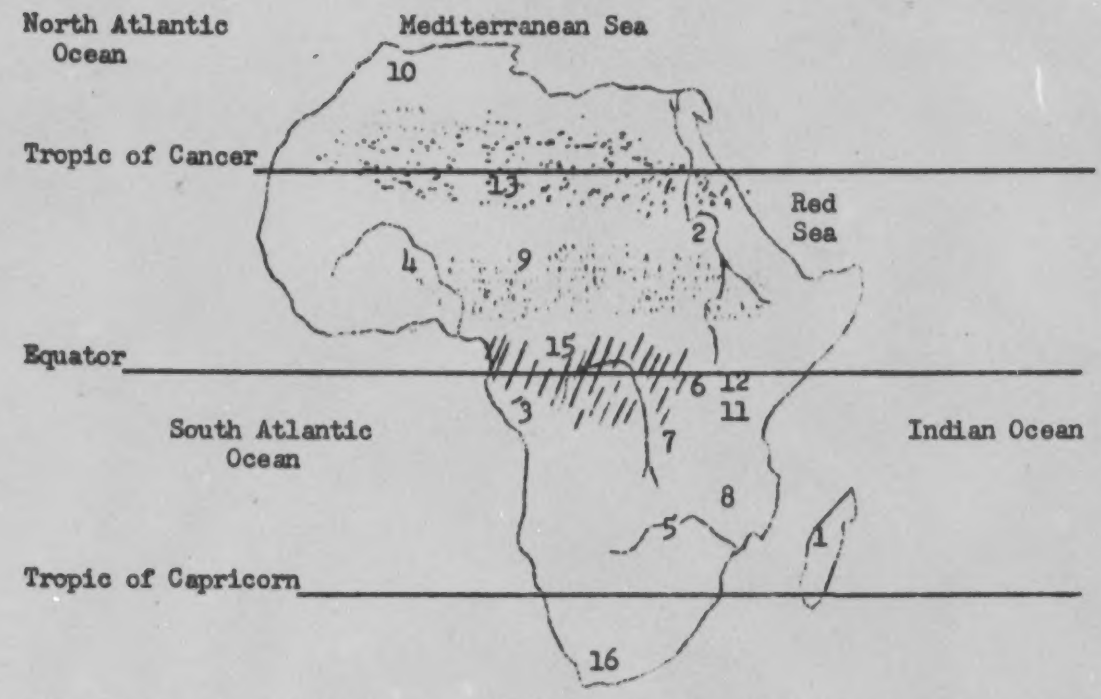
Students were then exposed to sources voicing condemnation of apartheid. Duplicated excerpts from the late Albert Luthuli's "Let My People Go" were distributed and discussed. Students were also encouraged to read "South Africa Gets A New Warden" in The New Republic (Oct. 29, 1966) and an interview with B. J. Vorster, the new Prime Minister, in U.S. News & World Report (Nov. 14, 1966).

To supply light as well as heat - for by now we were engaged in a spirited and wide-ranging class debate - we introduced a recent feature from the Student Weekly. The photograph illustrated the principle of "Petty Apartheid." The accompanying article explained South Africa's plans for "Big Apartheid," which would move Africans out of urban areas into definable geographic units called Bantustans. To keep them there, new industries would be established on or near Bantustan borders. Black Africans in these Bantustans would have "full political rights" and would eventually receive their independence.

The debate in class resumed, but this time it was at least centering on the most recent developments.

AFRICA ACTIVITIES - READING ASSIGNMENT

PHYSICAL FEATURES



This continent, which contains one fifth of the world's land surface, has many unusual and interesting physical features.

Letter the names of the physical features on the map. The numbers on the map correspond to the numbers in the context of the page.

1. The island of Madagascar, off the east coast of Africa, in the Indian Ocean, is the fourth largest island in the world.
2. The Nile river is the longest river in the world, 4,159 miles long.
3. The Congo river is the seventh longest river in the world, 2,800 miles, but its river basin, the land drained by the river, is the second largest in the world.
4. The Niger river is the third longest river in Africa, 2,600 miles long.
5. The Zambezi, 1,600 miles long, is the fourth longest river in Africa.
6. Victoria Lake is the third largest lake in the world.

In 3 sentences describe the physical features of the continent of Africa.

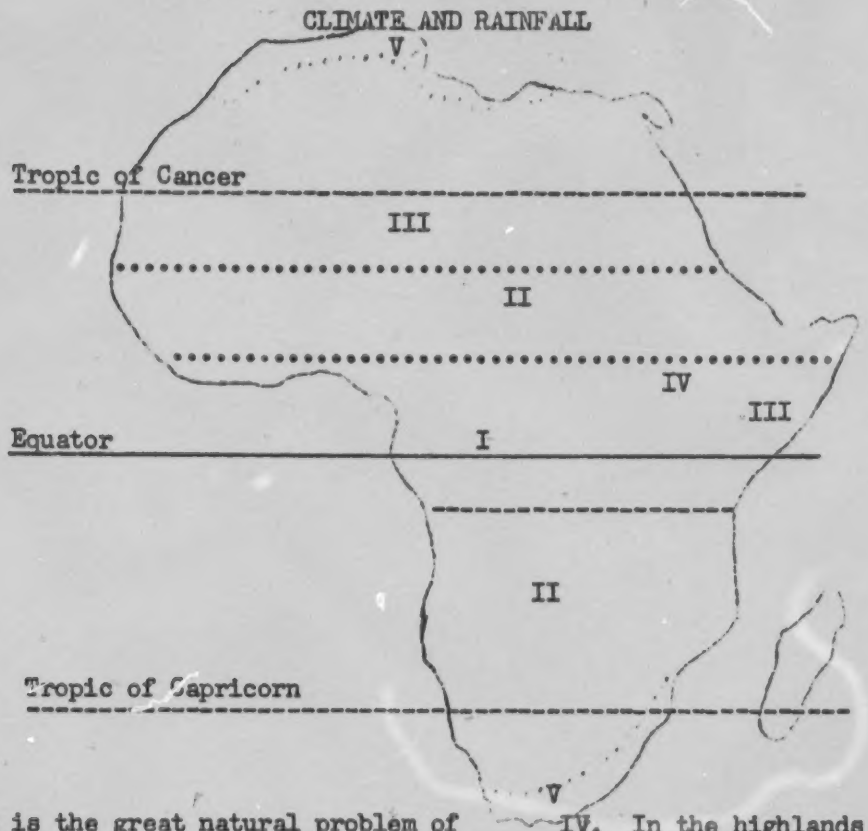
7. Lake Tanganyika
8. Lake Nyasa
9. Lake Chad

Note: These three lakes are important physical features of Africa and are among the large lakes of the world.

10. The Atlas Mountains are a high mountain range in northern Africa.
11. Mt. Kilimanjaro is the highest peak in Africa.
12. Mt. Kenya is another high peak. Even though both of these mountains are in the Torrid Zone, they are snow-capped.
13. The Sahara is a great desert covering much of North Africa
14. The Sudan is a great grasslands area.
15. Tropical Rain Forest
16. Cape of Good Hope

AFRICA ACTIVITIES - READING ASSIGNMENT

CLIMATE AND RAINFALL



Rain is the great natural problem of the continent of Africa. There is too little rain in the large desert areas, too much rain in the tropical rain forests.

I. Almost the entire continent of Africa is in the Torrid Zone. For 400 miles on each side of the equator, stretches the equatorial forest belt, commonly known as the jungle. This area is hot all year round, vegetation is heavy and rapid growing, transportation is difficult and the population is sparse.

II. The grasslands, or Sudan, or veld are about 600 miles wide, north of the equatorial forest, and south of the forest. These lands have high temperatures throughout the year. They are dry in winter and wet in summer.

III. The Sahara, or great desert, occupies almost all of the northern portion of the continent. Another large desert is along the east coast - Somaliland.

IV. In the highlands of Ethiopia and Kenya the elevation of the land makes a more healthful climate for living.

V. In the north along the Mediterranean Sea there is a subtropical climate. It was of this portion of Africa that the Greek poet, Homer, wrote, "Africa is a place fit for a vacation of the gods." The coastal strip in southeastern Africa also has a pleasant subtropical climate. Sir Frances Drake called the region around the Cape of Good Hope, "The fairest in the whole circumference of Earth."

On the Map

Label the various regions of Africa and color them.

Desert - Yellow
Grasslands - Brown
Highlands - Violet
Rain forest - Green
Mediterranean Climate - Blue

Write three sentences describing the climates of Africa.

AFRICA ACTIVITIES - READING ASSIGNMENT

EXPLORATIONS OF THE COAST LINE

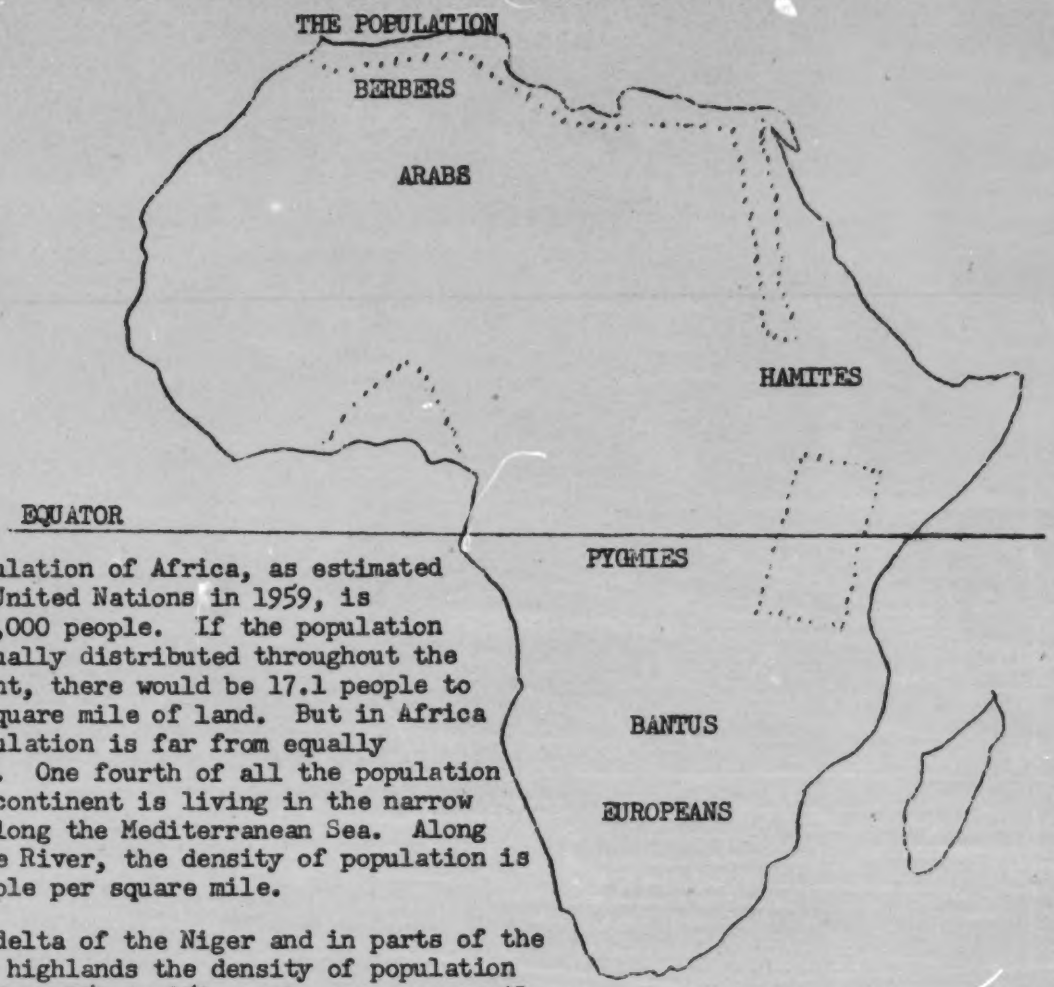
The coast of Africa for many centuries was almost the only part of Africa known to the civilized world. The Egyptians, Phoenicians, and Greeks explored the northern coast of Africa as far west as the place that we now call Gibraltar but which the Greeks knew as the Pillars of Hercules.

The earlier sailors observed the mountain range south of the coastline and showed the mountains on their crude maps. Later the mountains were given the name of Atlas, the legendary figure who held the world on his shoulders.

In 500 B.C., Hanno of Carthage sailed around the west coast of Africa as far as Sierra Leone, but found no good harbors. Some records show that about 60 A.D. Arab traders explored the east coast. The first important exploration was that of Prince Henry in 1419. He sailed as far as the Gulf of Crimea. That expedition was followed by one in 1487 in which Diaz discovered the southern tip of the continent which he named the Cape of Good Hope.

To these early explorers Africa was only an obstacle in their way. The important concern was to find a way to get around it and reach India. Vasco da Gama succeeded in doing that in 1497 when he sailed around the Cape and reached India.

The Portugese explorers had little if any interest in Africa as a continent. The interest of Europeans was in China and India and later in the exploration of the New World - America. It was that lack of interest that contributed to keeping Africa a "dark and unknown continent." For more than 200 years after men had mapped the coastline of Africa there were no important explorations of the interior of the Continent.



The population of Africa, as estimated by the United Nations in 1959, is 234,000,000 people. If the population were equally distributed throughout the continent, there would be 17.1 people to every square mile of land. But in Africa the population is far from equally divided. One fourth of all the population of the continent is living in the narrow strip along the Mediterranean Sea. Along the Nile River, the density of population is 250 people per square mile.

On the delta of the Niger and in parts of the eastern highlands the density of population ranges from 150 to 250 people per square mile. But there are some great areas of Africa where, because of the tsetse fly, the humid weather, or the desert, the population is less than one person per square mile. This uneven distribution of population plays an important part in the development of Africa as you will learn in the following lessons.

On the map mark in red the heavily populated areas of Africa.

In all of Africa only one city, Cairo, exceeds a million. The population of Cairo is 2,300,506.

The large proportion of the population of Africa consists of

Arabs	Pygmies
Berbers	Bantus
Hamites	Europeans
Nilotics	Bushman

The Berbers and the Arabs are in the north, the Hamites, Pygmies, and Bantus in the central and south areas, the Europeans in the south and in scattered groups throughout the continent. Describe each group using one sentence.

AFRICA ACTIVITIES - READING ASSIGNMENT

THE TRADERS IN AFRICA

No one knows when the first caravans of traders crossed the Sahara with gold, ivory, and slaves and met traders from ships on the shores of the Mediterranean. We do know, however, that in the years when Greece and Rome were world powers, they carried on an extensive trade in these commodities with the traders of Africa.

In Somaliland along the Red sea, the trade was the same - gold, ivory, and slaves. In addition there were two other products that you know from the Christmas story, myrrh and frankincense.

The Greeks, Romans, and Arabs heard stories of the interior of Africa from the traders, but as long as they could get the products brought to the seacoast, they had no need or desire to go farther into Africa.

A most important, but very harmful, trade existed in Africa from 1600 until 1830. The slave trade brought riches to a few people but misery to thousands who were sold into slavery. Most of the slave trade took place on islands just off the coast of Africa. The small islands in the Gulf of Guinea and Lobito Bay in Angola were the chief centers of this trade.

Many of the slaves were taken to America where they were sold to do the hard labor necessary to build up a new country. Although slaves had been sold by traders in northern Africa, the greatest slave trade was that of Western Africa.

It was not until the slave trade was forbidden by law in the United States that other trade was developed which led to the exploration of the continent of Africa.

AFRICA ACTIVITIES - READING ASSIGNMENT

EXPLORATION OF THE INTERIOR

Exploration of the interior of the continent of Africa was delayed for centuries because:

1. _____

2. _____

3. _____

4. _____

Finally at the close of the 18th and the beginning of the 19the centuries came the period when all the world became interested in the exploration of central Africa. Hundreds of explorers and missionaries came to open up the "dark and unknown" c continent.

Among the most important explorations and discoveries were:

1. 1770 - The exploration of the Blue Nile
2. 1825 - The crossing of the Sahara from north to south
   1830 - The corssing of the Sahara from west to east
3. 1848 - Mt. Kilimanjaro seen by a missionary
   1849 - Mt. Kenya sighted

4. 1858 - An English expedition left Zanzibar to find the source of the Nile and discovered Lake Nyasa.

5. 1864 - A source of the Nile, Lake Albert, was discovered by a British explorer.

6. 1840-1870 - Explorations by Livingstone and Stanley.

7. Twentieth Century explorations - the Congo Basin, 1914. East Africa, 1927.

8. In 1920, aerial mapping of the continent was begun in the Nile Valley.

The books written by the explorers, their lectures and stories of their travels, and the new maps made possible by their scientific observations, ended the dark period of the African continent.

AFRICA ACTIVITIES - READING ASSIGNMENT

THE EXPLORATIONS OF LIVINGSTONE AND STANLEY

The most noted individual who explored Africa was David Livingstone. No other single explorer saw as much land as did Livingstone in his thirty years of exploration in Africa. He covered one third of the Continent, from Capetown to the Equator and from the Atlantic Ocean to the Indian Ocean.

As a mill boy in Scotland David Livingstone became fascinated by stories of Africa. He was particularly interested in the map of Africa which showed that much of the continent was unexplored and unmapped. When he completed his education as a medical doctor, Livingstone was sent to Africa as a missionary.

Upon his arrival in Africa in 1840, Livingstone soon realized that the most important thing he could do was not to set up a mission hospital himself, but rather to explore, pioneer, and map the country so that many other doctors could come to the heart of Africa.

Livingstone explored the Zambezi river and its tributaries. He explored also the Kalahari desert.

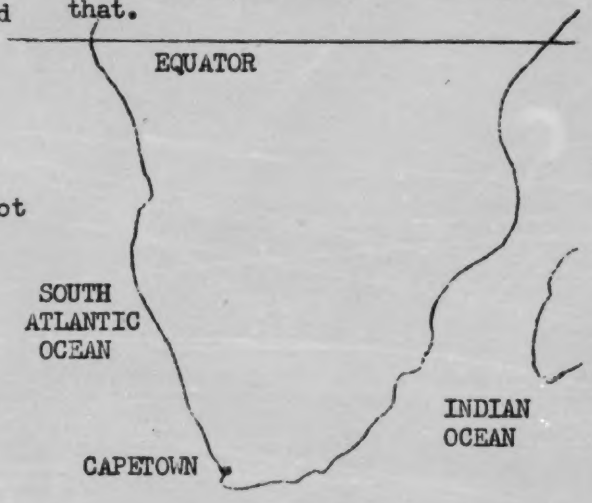
In his search for high land where there were no tsetse flies, he discovered the magnificent Victoria Falls.

As Livingstone explored Africa, he wrote letters telling about the people he met. The letters were published in newspapers and magazines. Many people read them for there was great interest in Livingstone and his explorations.

Once when nothing was heard of Livingstone for months, a newspaper in the United States sent Henry M. Stanley to hunt for him. After he found Livingstone, who had been very ill, the two men stayed in Africa to explore further. Stanley explored the northern end of Lake Tanganyika.

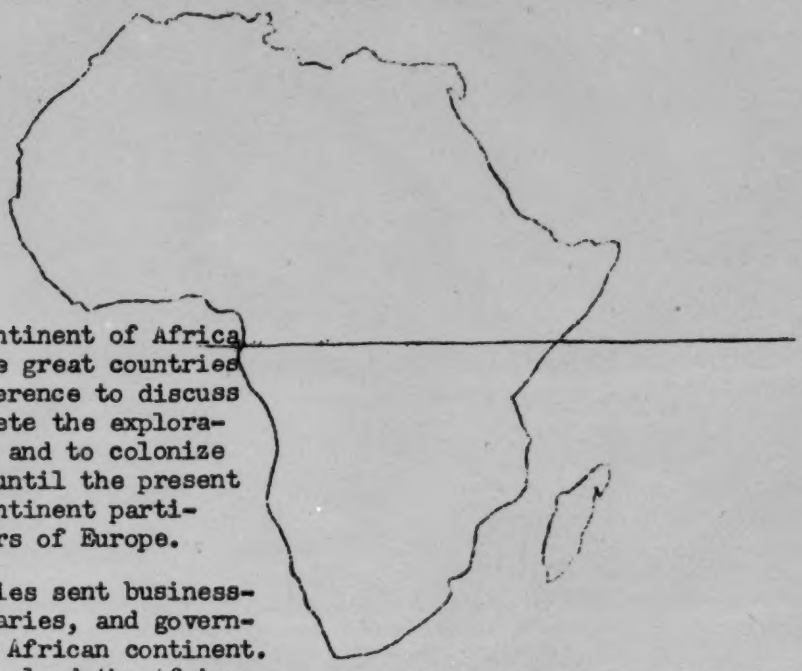
The African people said that Livingstone was a "superior being" and "a very great doctor." The rest of the world honored him as the man who erased the word "unknown" from the map of Africa. A range of mountains at the north end of Tanganyika is named for him - The Livingstone Mountains.

When Livingstone was dying in Africa, he gave his life's motto - "Fear God and work hard." His life story shows that he did exactly that.



AFRICA ACTIVITIES - READING ASSIGNMENT

THE COLONIZATION OF AFRICA



When much of the continent of Africa had been explored, the great countries of Europe held a conference to discuss the best way to complete the exploration of the continent and to colonize it. From about 1870 until the present time, Africa was a continent partitioned among the powers of Europe.

The European countries sent businessmen, farmers, missionaries, and government officials to the African continent. Some of these people helped the African people very much. They built hospitals and schools. They built roads and cities. They opened mines and began industries.

Others who went to Africa did not consider the African people, except as laborers and as workers who would help them get rich in this undeveloped continent.

The partition of Africa, and what happened there in the last quarter of the 19th Century and the first half of the 20th Century, is one of the reasons why there are troubles in Africa today as new, independent countries are being formed.

In the early partition of Africa, these European countries were given areas to colonize and govern. Write the names on the map.

Madagascar and the Sahara - France
The Congo - Belgium
Nigeria-Nile Valley - Great Britain
North Coast - Italy
West Coast - Spain
East Africa - Germany, Great Britain
Southwest Africa - Portugal
South Africa - Great Britain, Portugal

The colonies in Africa changed as wars in Europe made changed in European history. The last great change was made in 1919 after Germany was defeated in World War I and lost her colonies.

In 1919, the 11,000,000 square miles of Africa were distributed in this way:

4,000,000 sq. mi. - France
3,800,000 sq. mi. - England
1,000,000 sq. mi. - Italy
900,000 sq. mi. - Belgium
700,000 sq. mi. - Portugal
100,000 sq. mi. - Spain
300,000 sq. mi. - Egypt
46,000 sq. mi. - Liberia

Make a bar graph on the back of this page showing this land distribution. Let one block represent 250,000 square miles.

AFRICA ACTIVITIES - READING ASSIGNMENT

TRIBAL SOCIETY

ZULU

KALIKO

BADEDI

FAJELU

KIKIY

ACHOLI

BAGANDI

JALVO

OVAMBO

SHILLUK

HERERO

NYIKA

SWAZI

DINKAS

NILOBES

MASAI

MITTU

Around this page in a border design are the names of some of the important tribes of Africa. There are many other tribes whose names are not given here. There are too many tribes for you to remember their names. If you are to understand the people of Africa and some of the things that are happening in Africa today, it is important that you know some of the distinctive features of African tribal society.

1. The tribe is exclusive. Anyone not in the tribe is an outsider, an enemy. No one can get into the tribe and no one can get out.

2. The tribe is composed of clans or families. The children belong to the clan, not only to their mothers and fathers. In some villages everyone in the village is a member of the same clan.

3. The loyalty of the people is to the clan and the tribe.

4. The ancestral dead are very important. The living regulate their conduct according to a code which was made by the ancestors. When any trouble comes to the tribe, they believe someone has offended the ancestors. They believe that disaster is never natural, but that it is brought about by evil that someone does. The tribesmen seek out the offender and punish him to appease the ancestors or gods. It is in this part of tribal life that the witch doctors are very important.

5. The people believe that the ancestral spirits may enter a tree, or the body of a snake, a fish, or a crocodile. These things then may become sacred to the tribe.

6. The oldest male member of the family is head of the clan and holds all the authority. All the heads of the clans make up the governing council of the tribe. The head of the most powerful clan may be the tribal chief. In some tribes the oldest head of a clan is the chief.

AFRICA ACTIVITIES - READING ASSIGNMENT

NATURAL RESOURCES

Africa has a number of important minerals. In the beginning, thousands of fortune hunters hurried from Europe to look for diamonds in southern Africa. In time they dug deep mines. From these mines millions of dollars worth of diamonds have been dug every year. In more recent times, people have been much more anxious to dig minerals needed by industry. Many minerals are needed for factories in Europe and in the United States.

No study of Africa would be complete without a study of the minerals that are dug out of the earth to be shipped to other countries. This page is a review of some of the things you have learned about minerals. A few things that you may not have learned have been added so that you can understand more fully why Europeans and Americans have spent millions of dollars to establish mines in Africa.

1. What part of the world's gold is mined in Africa?

2. Where in Africa is copper mined?

3. What other important minerals are found in Africa?

4. Where in Africa are men seeking for oil?

5. What African mineral is used in making atomic energy?

Answers to Questions:

1. Nearly two-thirds of the world's gold is mined in Africa: The richest gold-producing area in the world is located in the Republic of South Africa. The city of Johannesburg is the center of the gold-mining industry.

2. Near the City of Elisabethville, in the Congo, is located a very rich copper-mining area. Copper is one of the most important minerals mined in Africa. African mines produce nearly one-fourth of the world's copper.

3. Minerals mined in Africa are phosphate rock used to make fertilizers, antimony and cobalt used with other metals to make them hard, and manganese used in making certain kinds of steel. Other important minerals include iron ore, tin, lead, zinc, bauxite, asbestos, natural gas, and coal.

4. Companies from several different countries are seeking for oil under the sand, gravel, and rock of northern Africa. A major oil field was discovered in Algeria only a few years ago. Other oil fields are being found. People believe they will prove to be productive and rich.

5. As you may know, pitchblende mined in Africa provides uranium for atomic energy plants in the United States.

VOCABULARY

A

Abidjan
Ascra
Addis Ababa
Afrikaans
Afrikaner
Aguiyi - Ironsi, Johnson
Akiajo, Ahmadou
Alexander the Great
Algeria
Algiers
ab Mahde, Sayed Sadik
Angola
Ankrah, Joseph A.
anthropology
antimony
apartheid
Arabic
archaeology
Aswan Dam
Ataturk
Atlas Mountains
Azania
Azikiwe, Nhamdi

B

Bab-el Mandeb
Balewa, Abubakar Tafawa
Banda, Dr. H. K.
Bangui
Bantu
baobab
Basutoland
bazaar
Bechuanaland
Beira
Ben Barka, M.
Ben Bella, A.
Berber
Boers
Botswana
Brazzaville
Burton, Richard
Burundi
bushland

C

Cabinda
Cairo
Cameroun (Cameroon)
canopy
Cape Guardafui
Cape Town
caravan
Carthage

C

cataract
Caucasian race
Central African Republic
Chad
circumference
cobalt
colons
columbite
comoros
compass rose
concept
Congo
Congo River
"Conseil d' Entente"
Coptic

D

Da Gama, Vasco
Dahomey
Dakar
Dar es Salaam
delta
Democratic Republic of the Congo
dialect
diameter
Dias, Bartholomeu
Djibouti
dromedary
Durban

E

Eastern Highlands
ebony
Egypt
Egyptians
Entebbe
equator
Equatorial Guinea
Ethiopia
Ewe
extinct
extract

F

federal government
fez
forge
French Equatorial Africa
French Guinea
French Parliament

VOCABULARY (Continued)

G

Gabon
Gama, Vasco da
Gambia
gazelle
generalization
generators
Ghana
Great Rift Valley
Greeks
guenon
Guinea

H

Haile Selassie
Hamites
Hassan II
Hausa
High Veld
Hottentots
Houphouet-Baigny, Felix
hydroelectricity

I

Ibn-Batuta
Ifni
Indian Ocean
intermarried
irrigate
irrigation
Israel
Ivory Coast

J

Jawara, Dauda Kairaba
Johannesburg
Jonathan, Leabua

K

Kagera River
Kalahari Desert
Kampala
Kano
Kariba
Kasavubu, Joseph
Katanga Provience
Kenya
Khartoum
Kilimanjaro
Kinshasa
Koran

K

Koran
kraal
Kruger National Park
Kurd

L

Lagos
Lake Tanganyika
Lake Victoria
Leaky, family
Leopoldville
Lesotho
Lesseps, Ferdinand de
Liberia
Libya
Livingstone, David
Lumumba, Patrice

M

Macedonians
Madagascar
Maderia
mahogany
Malagasy Republic
malaria
Malawi
Mali
manganese
manioc
Marques, Laurenco
Masai
Mau Mau
Mbulu
Mediterranean Sea
Mercator projection
millet
mimosa
Mobutu, Joseph
Mohammed
Morocco
Moslem
Mosque
Moszambique
Mount Kenya
Mount Kilimanjaro

N

nagana
Nairobi
Nassar, Gamal Abdel
natal

N

nationalize
Negrillo
Negroid
Niagara Falls
Niger, Republic of
Niger River
Nigeria
Nile Delta
Nile River
Nilotes
nomads
nubia
Nyerere, Julius

O

oasis
OAU
oil palm tree
Orange River

P

palm oil
phosphate
plateau
Port Elizabeth
Portugal
Portuguese Guinea
Pretoria
protectorate
Pygmies
pyramids
pyrethrum

R

Rabat
Red Sea
republic
Republic of the Congo
Republic of South Africa
reserve
Rhodes, Cecil J.
Rhodesia
Risa Shah Pahdavi
Roman Empire
Ruanda-Urundi
Ruwenzori Range
Rwanda

S

safari
Sahara Desert

S

savanna
Schweitzer, Albert
Semites
Senegal
Sierra Leone
sisal
sleeping sickness
smelters
Smuts, Jan Christian
Somalia
Songhai
sorghum
Speke, John
staple
Stanley, Henry
Sudan
Suez Canal
Swahili
Swaziland

T

Tanzania
tattoo
Tehran
Timbuktu
Togo
Toure, Sekou
Transvaal
tributary
Tripoli
tropical rain forest
tsetse fly
Tubman, W.V.S.
Tuaregs
Tunisia
turban
tusks

U

Uganda
Uhuree
Uitlander
Union of South Africa
United Arab Republic
United Nations
uranium

V

values
Van Riebeeck, Jan
Verwoerd, Hendrik
Victoria Falls
Valta River

W

Watusi

Y

yam

Z

Zambezi River
Zambia
Zimbabwe
Zanzibar
Zulu

AFRICA REVIEW

Describe the general geographic contour of the continent of Africa.

What is the largest desert in Africa?_____

Name one other desert in Africa._____

What is the longest river in Africa?_____

About how long is it? _____ miles.

Name one other river in Africa?_____

What is the highest mountain in Africa? _____ About how tall is it? _____ ft.

How many independent countries did we have statistics on in Africa? (yellow charts) _____

Name three RACES of people found in Africa. _____,

_____, and _____.

Name four TRIBES found in Africa. _____, _____,

_____, and _____.

About how many languages are spoken in Africa? _____

What language is most widespread? _____

What are the main influences on African art? (Why do they make what they do?)

_____ _____

What art form is most prevalent?_____

What kinds of transportation are most widely used? _____

_____ _____

Name three different ways people make a living. _____

_____ _____

Where are most of the diamonds found? (What country?) _____

What unit of measure is used to measure diamonds? _____

What is Africa's major health problem?_____

AFRICA REVIEW

Describe the general geographic contour of the continent of Africa.

An inverted dinner plate; ⌒ ; large plateau

What is the largest desert in Africa? Sahara

Name one other desert in Africa. (ans. vary) Kalahari

What is the longest river in Africa? Nile

About how long is it? 4000 miles.

Name one other river in Africa? (ans. vary) Orange, Congo

What is the highest mountain in Africa? Kilimanjaro About how tall is it? 19,000 ft. (19,340 exactly)

How many independent countries did we have statistics on in Africa? (yellow charts) 42

Name three RACES of people found in Africa. caucasian, negroid, and arabic.

Name four TRIBES found in Africa. Masai, Bantu, Zulu, and Bushmen, etc.

About how many languages are spoken in Africa? 300

What language is most widespread? Bantu

What are the main influences on African art? (Why do they make what they do?) religion superstition

What art form is most prevalent? sculpture

What kinds of transportation are most widely used? camel rivers walking

Name three different ways people make a living. (ans. vary) farming mining fishing

Where are most of the diamonds found? (What country?) So. Africa

What unit of measure is used to measure diamonds? carat

What is Africa's major health problem? sleeping sickness (tsetse fly)

What is lacking in most diets?

What is a plague?

What is a famine?

What is a drought?

Which insect destroys crops in N. Africa? _____

Draw and label three different types of dwellings found in Africa.

What part of Africa did slaves come from?

How were slaves brought to America?

For how long has Egyptian history been recorded? _____

What were ancient Egyptian kings called? _____

What were their tombs like?

Why were they buried the way they were?

Which European settlers first came to the Republic of South Africa?_____

Name three types of people living in the Republic of South Africa?

_____ _____ _____

What geographical feature is most important to the way people live in Libia?

_____

Name two (2) major religions prevalent in Africa. _____

_____

* *

Extra credit: If there are any questions you would like to answer more completely, re-write the question and use this space and the back to give more information.

AFRICA REVIEW (Continued)

What is lacking in most diets? protein or vitamins

What is a plague? sidespread disease

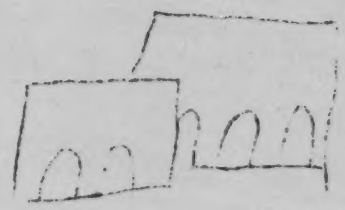
What is a famine? lack of food

What is a drought? lack of water (rainfall)

Which insect destroys crops in N. Africa? locust

Draw and label three different types of dwellings found in Africa. (ans. vary)

house on stilts



Mediterranean

mud hut
thatched roof

What part of Africa did slaves come from? West Coast (Ivory Coast)

How were slaves brought to America? ship

For how long has Egyptian history been recorded? over 3000 years

What were ancient Egyptian kings called? pharohs

What were their tombs like? very ornate

Why were they buried the way they were? Religious reasons - preparation for after-life.

Which European settlers first came to the Republic of South Africa? Dutch

Name three types of people living in the Republic of South Africa?

European Negro Polynesian or Arabic

What geographical feature is most important to the way people live in Libia?

desert

Name two (2) major religions prevalent in Africa. Islam

protestant

* *

Extra credit: If there are any questions you would like to answer more completely, re-write the question and use this space and the back to give more information.

14. Put yourself in the position of a geographer beginning to do a study of Africa. In a paragraph outline how you would conduct your study, what specific questions would you ask, what data would you use to answer these questions. As a geographer what do you want to know about Africa and how would you go about answering your questions?

AFRICA

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47

NAME _____

AFRICA GROUP _____ DATE _____

I. In the proper blanks put the name of the numbered country.

1. _____
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47. _____

NAME

AFRICA GROUP DATE

I. In the proper blanks put the name of the numbered country.

1. Morocco
2. Algeria
3. Tunisia
4. Libya
5. UAR (Egypt)
6. Ifni
7. Spanish Sahara
8. Mauritania
9. Mali
10. Niger
11. Chad
12. Sudan
13. Ethiopia
14. Central Af. Republic
15. Cameroon
16. Nigeria
17. Upper Volta
18. Senegal
19. Gambia
20. P. Guinea
21. Guinea
22. Sierra Leone
23. Liberia
24. Ivory Coast
25. Ghana
26. Togo
27. Dahomey
28. Sp. Guinea
29. Gabon
30. Rep of the Congo
31. Congo Republic
32. E Uganda
33. Kenya
34. Somalia
35. Ruanda
36. Burundi
37. Tanzania
38. Angola
39. Zambia
40. Mozambique
41. ~~Nyasaland~~ Malawi
42. SW Africa (Namibia)
43. Bechuanland (Botswana)
44. Rhodesia
45. U. of S. Africa
46. Swaziland
47. Basutoland

AFRICA

SOCIAL STUDIES TEST NAME_____

DATE_____ GROUP_____

TRUE OR FALSE 5 points each

____ 1. Africa had no great empires before the 19th century when it was colonized by European countries.

____ 2. Living in Nairobi would be much like living in any large U. S. city.

____ 3. Most of Africa is densely populated.

____ 4. About a third of Africa is covered by desert.

____ 5. There are hundreds of different tribes living in Africa.

In what general area would you find the following land features? 10 points

____ 6. Atlas Mts.

____ 7. Kalahari Desert

____ 8. rainforest

____ 9. grasslands

____ 10. Cape of Good Hope

____ 11. Lake Victoria

____ 12. Congo River

____ 13. Nile River

____ 14. Rift Valley

____ 15. Mount Kenya

A. North West Africa

B. North East Africa

C. Central Africa

D. West Africa

E. East Africa

F. South Africa

Fill in the blanks. 10 points

16. Latex, the Milky sap of a tree is made into _____.

17. The Cacao tree produces the basic substance in _____.

18. Elephants are now protected, but were once killed for their _____.

19. _____ are precious gems found in S. Africa.

20. Egypt is well-known for its fine quality _____.

21. People who travel from place to place are called _____.

22. Arabs brought the _____ religion to North Africa.

23. _____ is the oldest independent country in Africa.

AFRICA

SOCIAL STUDIES TEST NAME _____

DATE _____ GROUP _____

TRUE or FALSE 5 points each

F 1. Africa had no great empires before the 19th Century when it was colonized by European countries.

T 2. Living in Nairobi would be much like living in any large U. S. city.

F 3. Most of Africa is densely populated.

T 4. About a third of Africa is covered by desert.

T 5. There are hundreds of different tribes living in Africa.

In what general area would you find the following land features? 10 points

A 6. Atlas Mts.

F 7. Kalahari Desert

C 8. rainforest

E 9. grasslands

F 10. Cape of Good Hope

C or E 11. Lake Victoria

C 12. Congo River

B 13. Nile River

B 14. Rift Valley

E 15. Mount Kenya

A. North West Africa

B. North East Africa

C. Central Africa

D. West Africa

E. East Africa

F. South Africa

Fill in the blanks. 10 points

16. Latex, the Milky sap of a tree is made into rubber.

17. The Cacao tree produces the basic substance in chocolate.

18. Elephants are now protected, but were once killed for their tusks.

19. diamonds are precious gems found in S. Africa.

20. Egypt is well-known for its fine quality cotton.

21. People who travel from place to place are called nomads.

22. Arabs brought the Islamic/Moslem religion to North Africa.

23. Egypt is the oldest independent country in Africa.

55A

NAME _____

Fill in the blanks (Continued)

24. _____ is the policy of strict racial segregation followed in S. Africa.

25. Dutch farmers in South Africa are called _____.

26. Name the explorer who discovered a water route to the East. _____

27. Name the city which was established in 1652 as a supply station for traders. _____

28. Give another name for the Slave Trade. _____

29. What was black ivory? _____

30. What is the name for a fertile, watered area in the desert? _____

31. Name the largest lake in Africa. _____

32. Name the desert found in South Africa. _____

33. Name the fan-shaped extension of land at the mouth of a river. _____

34. The smallest people in Africa are? _____

35. Most of Africa consists of what land <u>form</u>? _____

The following questions are taken from the record-filmstrip series on Africa.
20 points

____ 36. Which of the following is <u>not</u> an important product of the West Central lowlands?
A. latex C. peanuts
B. cacao D. diamonds

____ 37. Another name for Dutch farmers in South Africa is
A. Bantus C. Bushmen
B. Boers D. Bedoiuns

____ 38. The Kikuyu tribe is found primarily in
A. Northwest Africa C. Congo Basin
B. East Africa D. South Africa

____ 39. Which of the following animals would probably <u>not</u> be found in the grasslands?
A. rhino C. crocodile
B. zebra D. lion

____ 40. Blood mixed with milk is a "staple" in the diet of the
A. Masai C. Watusi
B. Pygmy D. Zulu

NAME _____

Fill in the blanks (Continued)

24. apartheid is the policy of strict racial segregation followed in S. Africa.

25. Dutch farmers in South Africa are called Boers.

26. Name the explorer who discovered a water route to the East. Da Gama

27. Name the city which was established in 1652 as a supply station for traders. Lagos

28. Give another name for the Slave Trade. Tri-angular

29. What was black ivory? slaves

30. What is the name for a fertile, watered area in the desert? oasis

31. Name the largest lake in Africa. Victoria

32. Name the desert found in South Africa. Kalahari or Namib

33. Name the fan-shaped extension of land at the mouth of a river. delta

34. The smallest people in Africa are? Pygmies

35. Most of Africa consists of what land form? grasslands

The following questions are taken from the record-filmstrip series on Africa.
20 points

D 36. Which of the following is not an important product of the West Central lowlands?
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D. diamonds

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A 40. Blood mixed with milk is a "staple" in the diet of the
A. Masai
B. Pygmy
C. Watusi
D. Zulu

___ 41. Which of the following religions might you find in East Africa?
A. Christianity
B. Moslem
C. Paganism
D. All of these

___ 42. "Ship of the desert" is a term which refers to:
A. ships going through Suez Canal
B. Land Rovers
C. Camels
D. doon buggies

___ 43. Dakar, Algiers, Tunis, and Casablanca are located in:
A. North Africa
B. South Africa
C. East Africa
D. West Central Africa

___ 44. Mohammed was the founder of which religion?
A. Paganism
B. Mineret
C. Islam
D. Mosque

___ 45. A river in Africa which flows North is
A. Nile
B. Niger
C. Congo
D. Zambesi

B 41. Which of the following religions might you find in East Africa?
A. Christianity
B. Moslem
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A. Paganism
B. Mineret
C. Islam
D. Mosque

A 45. A river in Africa which flows North is
A. Nile
B. Niger
C. Congo
D. Zambesi

SOUTH AFRICA NAME_____

TRUE OR FALSE

____ 1. Some parts of this area get less than ten inches of rain a year.

____ 2. Some parts of this area get as much as eighty inches of rain a year.

____ 3. Almost all the people in this area wear European clothing.

____ 4. People in this area have no form of recreation.

____ 5. Many people in the area live in a very primitive manner.

____ 6. There are many people in this area which have no religion.

____ 7. People in this area have no economic activities.

____ 8. Tribes are an important social unit of this area.

____ 9. Farming is the major economic activity in this area.

____ 10. There is a good deal of industry in this area.

____ 11. The major group of natives in this area are the Bantu.

____ 12. Kano is a major city in this area.

____ 13. Much of this area is controlled by native chiefs.

____ 14. Natives have a great deal of freedom in this area.

____ 15. Much of this area is a flat plain.

____ 16. Many of the natives in this area receive no education.

____ 17. The natives of this area are stupid.

____ 18. There have been white people living in this area for over 200 years.

____ 19. This area is noted for its production of a great amount of gold.

____ 20. Most of the people of South Africa have a high standard of living.

FILL IN THE BLANK

21. The name of a major city in South Africa is _____.

22. Name three countries found in this area. 1. _____

2. _____ 3. _____

23. A major river in this area is the _____.

24. Name a tribe which is found in this area. _____

25. What are two climatic regions found in this area? 1. _____

2. _____

Africa Evaluation

SOUTH AFRICA NAME _____

TRUE or FALSE

T 1. Some parts of this area get less than ten inches of rain a year.
F 2. Some parts of this area get as much as eighty inches of rain a year.
T 3. Almost all the people in this area wear European clothing.
F 4. People in this area have no form of recreation.
F 5. Many people in the area live in a very primitive manner.
F 6. There are many people in this area which have no religion.
F 7. People in this area have no economic activities.
F 8. Tribes are an important social unit of this area.
T 9. Farming is the major economic activity in this area.
T 10. There is a good deal of industry in this area.
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T 16. Many of the natives in this area receive no education.
F 17. The natives of this area are stupid.
T 18. There have been white people living in this area for over 200 years.
F 19. This area is noted for its production of a great amount of gold.
F 20. Most of the people of South Africa have a high standard of living.

FILL IN THE BLANK

21. The name of a major city in South Africa is Johannesburg

22. Name three countries found in this area. 1. Swaziland
2. Botswana 3. Rhodesia (etc)

23. A major river in this area is the Orange.

24. Name a tribe which is found in this area. Bantu

25. What are two climatic regions found in this area? 1. steppe
2. desert (etc)

WESTERN SUDAN NAME _____

TRUE OR FALSE

____ 1. The Western Sudan area averages 60 to 80 inches of rain a year.

____ 2. Almost all the people in the Sudan wear little if any clothing.

____ 3. The main foods of the people of the Sudan are the berries and nuts which they pick.

____ 4. The people in the Sudan have no forms of recreation.

____ 5. Most people in the Sudan do not belong to the Christian religion.

____ 6. There are many people in the Sudan who have no religion.

____ 7. People in the Sudan have no economic activities.

____ 8. In the Sudan Tribes are the most important social unit.

____ 9. Hundreds of years ago, the Sudan developed large empires.

____10. Farming is the main economic activity in the Sudan.

____11. The major group of people in the Sudan are the Nilotics.

____12. The major form of vegetation in the Sudan is trees.

____13. During part of the year the Sudan receives little rain.

____14. There are few animals native to the Sudan.

____15. Nairobi is a major city in the Sudan.

____16. Most of the natives living in the Sudan are stupid.

____17. There are many major mountain ranges in the Sudan.

____18. All people in the Sudan receive education.

____19. Most people in the Western Sudan have a high standard of living.

FILL IN THE BLANKS

20. The _____ borders the Sudan on the north.

21. The Sudan has what kind of climate? _____

22. Name two countries which are in the Sudan area. _____

23. Name a tribe which is found in the Sudan area. _____

24. Two common building materials used in the Sudan are _____ and _____.

25. The major lake found in the Sudan area is _____.

26. An animal that can be found in the Sudan is _____.

WESTERN SUDAN NAME_____

True or False

T 1. The Western Sudan area averages 60 to 80 inches of rain a year.

F 2. Almost all the people in the Sudan wear little if any clothing.

F 3. The main foods of the people of the Sudan are the berries and nuts which they pick.

F 4. The people in the Sudan have no forms of recreation.

T 5. Most people in the Sudan do not belong to the Christian religion.

F 6. There are many people in the Sudan who have no religion.

F 7. People in the Sudan have no economic activities.

T 8. In the Sudan Tribes are the most important social unit.

T 9. Hundreds of years ago, the Sudan developed large empires.

T 10. Farming is the main economic activity in the Sudan.

T 11. The major group of people in the Sudan are the Nilotics.

F 12. The major form of vegetation in the Sudan is trees.

T 13. During part of the year the Sudan receives little rain.

F 14. There are few animals native to the Sudan.

F 15. Nairobi is a major city in the Sudan.

F 16. Most of the natives living in the Sudan are stupid.

F 17. There are many major mountain ranges in the Sudan.

F 18. All people in the Sudan receive education.

F 19. Most people in the Western Sudan have a high standard of living.

FILL IN THE BLANKS

20. The Sahara borders the Sudan on the north.

21. The Sudan has what kind of climate? steppe.

22. Name two countries which are in the Sudan Area. Sudan, Chad

23. Name a tribe which is found in the Sudan area. Hamitic

24. Two common building materials used in the Sudan are mud and straw.

25. The major lake found in the Sudan area is Chad.

26. An animal that can be found in the Sudan is sheep.

CONGO NAME_____

TRUE OR FALSE

____ 1. The Congo area averages 10 to 50 inches of rain a year.

____ 2. Most people in the Congo wear European type of clothing.

____ 3. The main food of the people of the Congo is beef.

____ 4. People in the Congo have no form of recreation.

____ 5. Most people in the Congo are Christians.

____ 6. There are many people in the Congo which have no religion.

____ 7. People in the Congo have no economic activities.

____ 8. Tribes are the most important social unit in the Congo.

____ 9. The Congo contains some of the most primitive people in the world.

____ 10. Farming is the only economic activity in the Congo.

____ 11. The major group of people in the Congo are the Bantu.

____ 12. The major form of vegetation in the Congo is grass.

____ 13. The Congo receives much rain during all times of the year.

____ 14. There are many large animals living in the Congo.

____ 15. Nairobi is a major city in the Congo.

____ 16. Most of the natives in the Congo are stupid.

____ 17. There are many major mountain ranges in the Congo.

____ 18. People in the Congo receive no education.

____ 19. Transportation is very difficult in the Congo.

____ 20. Many people in the Congo live in a very primitive manner.

____ 21. Most people in the Congo have a high standard of living.

FILL IN THE BLANKS

22. The _____ borders the Congo on the north.

23. The major river of the Congo is the _____ river.

24. The name of a country in the Congo area is _____

25. The Congo has what kind of climatic area? _____

26. A common building material used in the Congo is _____.

27. The two major diseases of the Congo area are _____

and _____.

CONGO NAME _____

TRUE or FALSE

F 1. The Congo area averages 10 to 50 inches of rain a year.
F 2. Most people in the Congo wear European type of clothing.
F 3. The main food of the people of the Congo is beef.
F 4. People in the Congo have no form of recreation.
F 5. Most people in the Congo are Christians.
F 6. There are many people in the Congo which have no religion.
F 7. People in the Congo have no economic activities.
T 8. Tribes are the most important social unit in the Congo.
T 9. The Congo contains some of the most primitive people in the world.
F 10. Farming is the only economic activity in the Congo.
T 11. The major group of people in the Congo are the Bantu.
F 12. The major form of vegetation in the Congo is grass.
T 13. The Congo receives much rain during all times of the year.
F 14. There are many large animals living in the Congo.
F 15. Nairobi is a major city in the Congo.
F 16. Most of the natives in the Congo are stupid.
F 17. There are many major mountain ranges in the Congo.
F 18. People in the Congo receive no education.
T 19. Transportation is very difficult in the Congo.
T 20. Many people in the Congo live in a very primitive manner.
F 21. Most people in the Congo have a high standard of living.

FILL IN THE BLANKS

22. The tropical rain forests the Congo on the north. (borders)
23. The major river of the Congo is the Congo river.
24. The name of a country in the Congo area is Dem. Rep. of Congo
25. The Congo has what kind of climatic area? tropical rainforest
26. A common building material used in the Congo is leaves.
27. The two major diseases of the Congo area are sleep- and many sickness

60A

EASTERN AFRICA NAME_____

TRUE OR FALSE

____ 1. Eastern Africa averages 60 to 80 inches of rain a year.

____ 2. Almost all the people of this area wear little if any clothing.

____ 3. People in this area have little if any religion.

____ 4. People in this area have no forms of recreation.

____ 5. Tribes are an important social unit in this area.

____ 6. People in this area have no economic activities.

____ 7. The main foods of this area are the berries and nuts which the people pick.

____ 8. Cattle raising is the only economic activity in this area.

____ 9. The major group of people in this area is the Bushman.

____ 10. The major form of vegetation in this area is jungle.

____ 11. During part of the year this area receives little rain.

____ 12. There are few animals native to this area.

____ 13. Kano is a major city in this area.

____ 14. There are no mountains in this area.

____ 15. All people in this area receive an education.

____ 16. Most of the natives in this area are stupid.

____ 17. There are many white people living in this area.

____ 18. This area has cooler temperatures than most other parts of Africa.

____ 19. There are a number of large rivers in this area.

____ 20. Most people in Eastern Africa have a high standard of living.

FILL IN THE BLANK

21. Eastern Africa has what type of climate? _____

22. Two countries which are found in this area are _____ and _____.

23. Two tribes found in this area are _____ and _____.

24. Three common animals found in this area are the _____, _____, and _____.

EASTERN AFRICA NAME _____

TRUE or FALSE

F 1. Eastern Africa averages 60 to 80 inches of rain a year.

F 2. Almost all the people of this area wear little if any clothing.

F 3. People in this area have little if any religion.

F 4. People in this area have no forms of recreation.

T 5. Tribes are an important social unit in this area.

F 6. People in this area have no economic activities.

F 7. The main foods of this area are the berries and nuts which the people pick.

F 8. Cattle raising is the only economic activity in this area.

F 9. The major group of people in this area is the Bushman.

F 10. The major form of vegetation in this area is jungle.

T 11. During part of the year this area receives little rain.

F 12. There are few animals native to this area.

F 13. Kano is a major city in this area.

F 14. There are no mountains in this area.

F 15. All people in this area receive an education.

F 16. Most of the natives in this area are stupid.

T 17. There are many white people living in this area.

T 18. This area has cooler temperatures than most other parts of Africa.

T 19. There are a number of large rivers in this area.

F 20. Most people in Eastern Africa have a high standard of living.

FILL IN THE BLANK

21. Eastern Africa has what type of climate? steppe - vertical

22. Two countries which are found in this area are Kenya and Ethiopia

23. Two tribes found in this area are Masai and Watusi.

24. Three common animals found in this area are the lion, ~~the~~ leopard and antelope. etc

NORTHERN AFRICA NAME_____

TRUE OR FALSE

____ 1. Northern Africa averages 60-80 inches of rain a year.

____ 2. Many people of the Sahara wear heavy clothing.

____ 3. Most people in this area follow the Christian religion.

____ 4. People in this area have no form of recreation.

____ 5. People in this area receive no education.

____ 6. North Africa has a large animal population.

____ 7. Most of the people of this area are stupid.

____ 8. Transportation is difficult in the Sahara.

____ 9. Parts of North Africa have a dense population.

____ 10. There have been no great civilizations in North Africa.

____ 11. It never rains in the Sahara desert.

____ 12. There are no mountains in this area.

____ 13. Farming is the major economic activity of the area.

____ 14. There are no modern cities in North Africa.

____ 15. At times temperatures can fall as low as 40° in the Sahara desert.

____ 16. All of North Africa is desert.

____ 17. Berbers is the name of a major group of people living in the area.

____ 18. North Africa is noted for its poor soil.

____ 19. Most people in North Africa have a high standard of living.

____ 20. Most of North Africa was atone time controlled by the French.

FILL IN THE BLANK

21. What two types of climates are found in this area? 1._____

2. _____

22. Two countries which are found in this area are _____ and

_____.

23. The major river in this area is _____.

24. Name a major city found in this area _____.

25. Name two kinds of animals commonly found in this area.

1. _____ 2. _____

NORTHERN AFRICA NAME _____

TRUE or FALSE

F 1. Northern Africa averages 60-80 inches of rain a year.
T 2. Many people of the Sahara wear heavy clothing.
F 3. Most people in this area follow the Christian religion.
F 4. People in this area have no form of recreation.
F 5. People in this area receive no education.
F 6. North Africa has a large animal population.
F 7. Most of the people of this area are stupid.
T 8. Transportation is difficult in the Sahara.
T 9. Parts of North Africa have a dense population.
F 10. There have been no great civilizations in North Africa.
F 11. It never rains in the Sahara desert.
F 12. There are no mountains in this area.
F 13. Farming is the major economic activity of the area.
F 14. There are no modern cities in North Africa.
T 15. At times temperatures can fall a low as 40° in the Sahara desert.
F 16. All of North Africa is desert.
T 17. Berbers is the name of a major group of people living in the area.
F 18. North Africa is noted for its poor soil.
F 19. Most people in North Africa have a high standard of living.
T 20. Most of North Africa was a one time controlled by the French.

FILL IN THE BLANK

21. What two types of climates are found in this area? 1. Mediterranean
2. desert

22. Two countries which are found in this area are Algeria and UAR Libya.

23. The major river in this area is Nile.

24. Name a major city found in this area Casablanca.

25. Name two kinds of animals commonly found in this area

1. camel 2. rabbits

SOCIAL STUDIES NAME_____

GROUP_____ DATE_____

A. Answer as indicated.

1. A simple definition of culture is _____.

2. List 6 cultural elements. The first is done for you.

   a. Education

   b.

   c.

   d.

   e.

   f.

3. Cultures differ from one area to another.
   Cultures also differ from one period of time to another.
   List 3 major reasons for the second statement.

   a.

   b.

   c.

4. List 3 general facts about African religions.

   a.

   b.

   c.

5. In a complete sentence, give one conclusion you have drawn from the information in the lectures. Do not say, "It was boring!"

Africa Evaluation

SOCIAL STUDIES

NAME _____

GROUP _____ DATE _____

A. Answer as indicated.

1. A simple definition of culture is the way people live

2. List 6 cultural elements. The first is done for you.

a. Education

b. religion

c. recreation

d. art

e. government

f. work

g. language

h. social groupings

i. tools

j. customs

3. Cultures differ from one area to another.
Cultures also differ from one period of time to another..
List 3 major reasons for the second statement.

a. new inventions

b. wars or invasions

c. coming into contact with other cultures

4. List 3 general facts about African religions.

a. supreme being

b. intermediary gods

c. fate

d. taboos

e. ancestors

f. tribal rites.

5. In a complete sentence, give one conclusion you have drawn from the information in the lectures. Do not say, "It was boring!"

answers vary

NAME _____

B. Answer True or False. Explain your answer when indicated.

___ 1. Culture is learned.

___ 2. Pygmies, because they are hunters, have a more complex culture than the neighboring Bantu villagers. Explain.

___ 3. Pygmies have no disputes.

___ 4. Bushmen build no permanent homes. Explain.

___ 5. Bushmen have a very structured tribal organization. Explain.

___ 6. The Bushmen are isolated. Explain.

___ 7. Disagreements between Masai tribes will result in a raid. Explain.

___ 8. A Masai youth is considered an adult when he reaches the age of 13. Explain.

___ 9. New nations are forming in Africa but tribal relationships will remain the same.

___ 10. The children of the changing urban areas of Africa are more fortunate than those still living in tribal societies. Explain.

C. Choose from the words below. Place the correct letter in the blank.

___ 1. Masai bachelor settlement.

___ 2. Ceremony admitting youth into adulthood.

___ 3. Forbidden action, religious belief.

___ 4. Group of people who claim to be descended from the same ancestor.

___ 5. One identifying symbol of a clan.

A. Manyatta	D. Tribe	G. Christianity
B. Palaver	E. Initiation	H. Taboo
C. Clan	F. Moslem	I. Totem

NAME _____

B. Answer True or False. Explain your answer when indicated.

T 1. Culture is learned.

F 2. Pygmies because they are hunters have a more complex culture than the neighboring Bantu villagers. Explain. The cultures are different but equally complex

F 3. Pygmies have no disputes.

T 4. Bushmen build no permanent homes. Explain. They abandon camps after the area (hunting, food gathering etc) has been "mined up."

T 5. Bushmen have a very structured tribal organization. Explain. All roles are specifically defined by tribal custom.

T 6. The Bushmen are isolated. Explain. Live in desert.

T 7. Disagreements between Masai tribes will result in a raid. Explain. Raid cattle herd.

T 8. A Masai youth is considered an adult when he reaches the age of 13. Explain. Does through initiation.

F 9. New nations are forming in Africa but tribal relationships will remain the same.

X *10. The children of the changing urban areas of Africa are more fortunate than those still living in tribal societies. * Explain. Depends on point of view. They will learn more new things and will be different from their parents.

C. Choose from the words below. Place the correct letter in the blank.

A 1. Masai bachelor settlement.

E 2. Ceremony admitting youth into adulthood.

H 3. Forbidden action, religions belief.

C 4. Group of people who claim to be descended from the same ancestor.

I 5. One identifying symbol of a clan.

A. Manyatta
B. Palaver
C. Clan
D. Tribe
E. Initiation
F. Moslem
G. Christianity
H. Taboo
I. Totem

64A

SOCIAL STUDIES TEST NAME_____

ESSAY DATE_____ GROUP_____

I. Explain in as much detail as possible the slave trade which took place between the 16th and the 19th centuries. Include what commodities each area offered in trade.

II. Define and explain the following terms in relation to Africa.

A. TRIBALISM

B. COLONIALISM

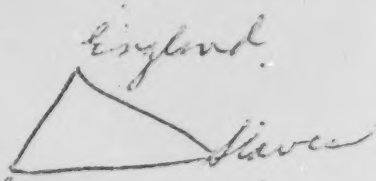
C. NATIONALISM

SOCIAL STUDIES TEST — NAME _____

ESSAY — DATE _____ GROUP _____

I. Explain in as much detail as possible the slave trade which took place between the 16th and the 19th centuries. Include what commodities each area offered in trade.

answers will vary



England - beads, cloth, powder, salt and gin

New World - slaves

England - tobacco, cotton, sugar, rice and coffee

II. Define and explain the following terms in relation to Africa.

A. TRIBALISM A social structure in which several clans band together under one leader. Tribalism was the prevalent social structure throughout Africa before the Europeans came. Tribes have very definite rules of behavior.

B. COLONIALISM The colonial countries rule the under-developed places in the world as colonies or protectorates. Europeans settled in South and East Africa and imposed European culture on the Africans

C. NATIONALISM A strong feeling of loyalty for one's country. Africans have rebelled against losing their identities under colonialism.

SOCIAL STUDIES TEST NAME_____

ESSAY DATE_____ GROUP_____

III. Discuss the problems which are faced by newly independent African countries. If you can give sppcific examples it would be to your advantage. Choose five of the following seven:

A. Problems of Land and Water

B. Need for Technicians and Research

C. Finding Necessary Capital

D. Building up Trade and Industry

E. Unifying Africa

F. Building Democracy

G. Racial Problems

SOCIAL STUDIES TEST NAME _____

ESSAY DATE _____ GROUP _____

III. Discuss the problems which are faced by newly independent African countries. If you can give specific examples it would be to your advantage. Choose five of the following seven:

A. Problems of Land and Water

B. Need for Technicians and Research

C. Finding Necessary Capital

D. Building up Trade and Industry

E. Unifying Africa

F. Building Democracy

G. Racial Problems

Answers vary

AFRICAN SOCIAL STUDIES TEST NAME_____

TRUE OR FALSE

____ 1. Most of Africa is below sea level.

____ 2. Africa is basically a large plateau which sharply drops off near the coast.

____ 3. Africa has more than one type of climate.

____ 4. Most of Africa is covered by tropical rainforest.

____ 5. There are more animals in the jungle areas than in any other part of Africa.

____ 6. Most of Africa is mountainous.

____ 7. Most of African soil is very fertile.

____ 8. Man has a hard time living in much of Africa.

____ 9. Africa has a large variety of plants and animals.

____ 10. African customs seem sensible to the African natives who follow them.

____ 11. There are many new countries in Africa.

____ 12. All of Africa is very primitive.

____ 13. Africa has changed a great deal in the last ten years.

____ 14. Europeans tend to live in the lowlands of Africa.

____ 15. Africa has several large river systems.

____ 16. There are no mountains in Africa.

____ 17. Africa is much larger than the United States.

____ 18. All Africans are savages.

____ 19. The tribe is the most important African social and political organization.

____ 20. African culture has been effective in helping Africans fulfill their needs.

____ 21. Before contact with Western Europe much of Africa had developed high degrees of culture.

____ 22. Africa had been in contact with Asian countries centuries before it was explored by Europeans.

____ 23. Most of Africa has been controlled by European countries for at least 300 years.

____ 24. It is easy for Africans to adopt European culture.

____ 25. Europeans tend to settle mainly in Eastern and Southern Africa.

____ 26. South Africa has been the area most influenced by European culture.

Africa Evaluation

Key

AFRICAN SOCIAL STUDIES TEST NAME _____

TRUE or FALSE

False 1. Most of Africa is below sea level.

T 2. Africa is basically a large plateau which sharply drops off near the coast.

T 3. Africa has more than one type of climate.

F 4. Most of Africa is covered by tropical rainforest.

F 5. There are more animals in the jungle areas than in any other part of Africa.

F 6. Most of Africa is mountainous.

F 7. Most of African soil is very fertile.

T 8. Man has a hard time living in much of Africa.

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F 12. All of Africa is very primitive.

T 13. Africa has changed a great deal in the last ten years.

F 14. Europeans tend to live in the lowlands of Africa.

T 15. Africa has several large river systems.

F 16. There are no mountains in Africa.

T 17. Africa is much larger than the United States.

F 18. All Africans are savages.

T 19. The tribe is the most important African social and political organization.

T 20. African culture has been effective in helping Africans fulfill their needs.

T 21. Before contact with Western Europe much of Africa had developed high degrees of culture.

T 22. Africa had been in contact with Asian countries centuries before it was explored by Europeans.

T 23. Most of Africa has been controlled by European countries for at least 300 years.

F 24. It is easy for Africans to adopt European culture.

T 25. Europeans tend to settle mainly in Eastern and Southern Africa.

T 26. South Africa has been the area most influenced by European culture.

____ 27. Western Sudan Africa has been influenced more by Moslem culture than European.

____ 28. The Congo area is the most highly developed area in Africa.

____ 29. Farming is the major occupation in Africa.

____ 30. African farms tend to use modern methods of farming.

____ 31. There are many new African countries.

FILL IN THE BLANKS

32. Name three African tribes. 1._____, 2._____,

3._____.

33. Name ten basic needs or human activities which you could investigate to understand any group of people.

1._____ 2._____ 3._____

4._____ 5._____ 6._____

7._____ 8._____ 9._____

10._____

34. There are many parts of man's physical surroundings which are important in influencing human life. Name five of these areas of physical features.

1._____ 2._____ 3._____

4._____ 5._____

35. What are the five major cultural areas of Africa?

1._____ 2._____ 3._____

4._____ 5._____

36. Name four climatic areas which are found in Africa.

1._____ 2._____ 3._____

4._____

37. Give three specific titles of books or magazines not including encyclopedias where you could go for information on Africa.

1._____ 2._____

3._____

AFRICAN SOCIAL STUDIES TEST

I 27. Western Sudan Africa has been influenced more by Moslem culture than European.

E 28. The Congo area is the most highly developed area in Africa.

I 29. Farming is the major occupation in Africa.

E 30. African farms tend to use modern methods of farming.

I 31. There are many new African countries.

FILL IN THE BLANKS

32. Name three African tribes 1. Bantu, 2. Masai, 3. Pygmy. etc.

33. Name ten basic needs or human activities which you could investigate to understand any group of people.

1. food, 2. work, 3. religion
4. skills, 5. recreation, 6. government
7. clothing, 8. art, 9. social structure
10. tools

34. There are many parts of man's physical surroundings which are important in influencing human life. Name five of these areas of physical features.

1. ~~temperature~~ 2. rainfall 3. vegetation animal life
5. elevation

35. What are the five major cultural areas of Africa? 1. North,
2. South, 3. East (Sudan) West,
5. Central (Congo)

36. Name four climatic areas which are found in Africa. 1. mountain
2. desert, 3. tropical, 4. Mediterranean,
rain forest

37. Give three specific titles of books or magazines not including encyclopedias where you could go for information on Africa.

1. _____, 2. _____,
3. _____

AFRICAN SOCIAL STUDIES TEST

38. Name three important rivers found in Africa. 1._____

2._____ 3._____.

39. Africa is bordered by what four bodies of water. 1._____

2._____ 3._____ 4._____

40. What major line of latitude splits Africa? _____

41. Define culture:

AFRICAN SOCIAL STUDIES TEST

38. Name three important rivers found in Africa. 1. Nile,
2. Orange, 3. Congo,

39. Africa is bordered by what four bodies of water. 1. Mediterranean Sea
2. Atlantic O., 3. Indian O., 4. Red Sea

40. What major line of latitude splits Africa? Equator

41. Define culture: Answers vary

69A

The following lectures were prepared by Diane Kostick. They are to be used as the teacher sees fit; however, it is suggested that they not be distributed to students for general reading.

NIGERIA AND BIAFRA - THE CASE OF NATIONALISM VS. TRIBALISM

Nigeria has 250 tribal and linguistic groups. It had been a nation of political stability and the pride of the newly independent African nations. Today, it is a war-torn country where hundreds of men, women, and children are dying of starvation or as a result of a civil war.

Nigeria was granted independence gradually from the British government. In 1946 they drafted their first constitution. In 1951 members of the legislature were elected by the Nigerians. Another constitution was written in 1953 and established the Federation of Nigeria. Regional governments were set up in the Eastern Region, the Western Region, and the Northern Region. Regional capitals were established in each section. Furthermore, each region was given its own House of Assembly, its Executive Council, and its Premier. Finally, in 1954 Lagos was made a separate Federal District, like the District of Columbia in the United States.

For several years, Nigeria was one of Africa's most stable countries. But now the country's very survival is at stake. The Nigerian Crisis began in January, 1966, with the overthrow of the constitutional government in Lagos by a military coup led by General Johnson Aguiyi - Ironsi, a member of the Ibo tribe from the eastern region. General Aguiya-Ironsi and dozens of men and officers of the eastern Ibo province were murdered for their part in the coup. After more thousands of Ibos were massacred, in retaliation Lt. Col. Ojukwu, leader of the Ibos in the eastern province refused to collect taxes for the federal government. The Ibo tribesmen began evacuating all the Nigerian regions and fled into the region of Biafra.

The final break occurred in May 30, 1967, when the east declared itself an independent nation or the Republic of Biafra. Lt. Col. Ojukwu said the secession was necessary "in the interest of self-preservation."

The federal government met the declaration of independence with a vow to "crush the rebellion." Neighboring Cameroon, which borders Biafra, closed its frontier to the sectionists.

Biafra is an important region. It is 45,700 square miles, about the size of Pennsylvania, and there are 14 million people. Biafra is also rich in oil, timber, and rubber.

"The war in Nigeria is an outstanding example of the tribal tensions that often cause trouble in Africa." There are over 700 tribes in Africa south of the Sahara Desert.

While we have mentioned that there are over 250 different tribes in Biafra, there are three major tribes - Ibos, Hausas and Yorubas. The Hausas, who live in the Northern Region, are Moslems. The Hausas are merchants who sell leather goods, carved ebony heads, and copperware. The Yorubas live in the Western Region of Nigeria. They are merchants and city dwellers.

The Eastern Region is the homeland of the Ibo tribe. The Ibos are the best educated and the most industrious of Nigerian people. They are Christian and tend to live in small communities. These three tribes are then people without a common language, common religion, or common culture. The nation is held together merely because they were all parts of the former British Colony. Like many other new African lands, Nigeria was set up along geographic rather than tribal lines. Little thought was given to whether or not the tribes could live together in peace and harmony. In this way the former colonial powers are to a degree responsible for the instability of the New African nations.

"From the start the break-away territory has posed problems for the world powers". They have to decide whether or not to recognize Biafra. Britain and the United States have the most at stake economically. Both countries have heavy investments in oil explorations in the Niger River Delta region. The oil companies there had been paying royalties and taxes to the federal authorities. Now the companies are uncertain whether to pay royalties to Nigeria or Biafra. The companies have closed down production in Biafra. This, of course, threatens serious economic damage to both Nigeria and Biafra. After an economic blockade the federal government turned to military warfare.

Confrontations continue even at this moment. A year ago, January 30, 1968, Lt. Col. Ojukwu called for a cease-fire and "unconditional negotiations" to end the war. "He stressed that he would welcome outside mediation by any impartial body." Major General Gowon, Nigerian federalist, insists the war will continue until Ojukwu steps down and the secession of Biafra is abandoned."

"Should Nigeria fail to be reunited under one government, feuding tribes in other African lands may also decide to secede from their countries. For example, Sudan, a half-Christian half-Moslem nation might be split in two. Or Kenya, which is part Kikuyu and part Masai might rip apart. The list could go on. This is a serious problem which should not be overlooked. Nigeria, once Africa's showcase is a case."

What is the hope for that nation and what is the hope of the starving people cut off from military and food supplies? Answers to these questions have profound consequences for all African nations.

"With every passing hour, Biafra becomes more and more of a death trap." While the federal government has been supplied with arms by the British, the Russians, and the Egyptians, the Biafrians are not so lucky. They are short of arms, but not short of spirit and hope under the most horrendous circumstances.

The fate of Biafra and Nigeria is not known, but the fate of the children of Biafra is known - death awaits them all by starvation or the blow of a bullet. While politicians talk, children die. While philosophers speculate, children die. Why?

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SOUTH AFRICA AND THE APARTHEID POLICY

South Africa is made up of four provinces, the Cape of Good Hope, the Orange Free State, the Transvall, and Natal. They came together to form the Union of South Africa in 1910.

South Africa is a big, fabulously rich country at the southern tip of the continent. It is a high plateau region. "A visitor to Cape Town would certainly be impressed by the natural beauties of the Peninsula. The visitor would be equally impressed by the diversity of the city's people. They are of many races and colors." There are four major racial groups: Bantus, native blacks, Cape Colored, or mixed racial stock, bronze Indians, and white Europeans.

Most of the South African coastline is rough and rocky, broken in spots by lonely sandy beaches. In many places huge cliffs drop sharply off into the sea below. The land edges are fertile, green areas which are rich agricultural lands. There are deserts, prairies and farming regions in South Africa, too.

In summary South Africa is a land of natural beauty, pleasant climate, modern cities, and vast open spaces where animals freely roam.

Underneath all of this, South Africa is a country in political ferment ready to explode. South Africa follows a system of strict racial separation called apartheid.

"In the late 1940's and the early 1950's some European Colonies in Africa began preparing for independence and forming all-black governments. The South African whites, already a minority in their own country, feared they would become an even smaller minority on the African continent. In an effort to prevent this from happening the white South African government passed law after law to keep the races separated.

Apartheid is the outgrowth of centuries of conflict between the white Afrikaners and black African tribes. Questions arise about the apartheid system. How did it come about that the races remain separated in South Africa? How has racial custom and law become so rigid and what can be done to alleviate the tensions?

A brief account of South African history will shed some light on these questions.

Bartholomew Diaz is said to have discovered the Cape around 1486. Another great navigator, Vasco da Gama, passed beyond the Cape in 1497 and discovered Natal on his voyage to India.

In 1602 the Dutch East India Company was formed to establish trade between Holland the Dutch East Indies.

The indegenous inhabitants of the Cape were not numerous. They were Hottentots and the Bushmen. The Hottentots were a pastoral people and the Bushmen a primitive, hunting people.

The Dutch established farming areas in the Cape by 1657. They were later joined by other Europeans - German and French immigrants. By 1770 there were over ten-thousand white people in the area.

Disputes arose among the white herders and the native black herders over grazing lands. The Boers felt they could only survive by keeping themselves apart from the native blacks. There could be no relationship, therefore, except that of master and servant. Only in apartheid was there any hope for the future of themselves, their children and their race. Slavery became an accepted way of life.

By 1798, the Dutch East India Company was in financial trouble and Holland was no longer a great economic power.

There were about 25,000 Europeans in the Colony at this time and a larger number of slaves.

British officials came to the Cape between 1795-1803 and again in 1806. By this time there were a great many missionaries in South Africa. The attitude of the missionaries to the Hottentots and Xosas was that they were souls to be saved and people to be educated. The European farmer's attitude was quite different. They viewed the Hottentots and Xosas as labor sources. They were not concerned with the educational or social advance of these people. Conflict of interests increased. Missionaries sent back reports to England which were hostile to the Colonists and complained about the mistreatment of the natives by the Colonists. In 1828 missionary influence brought about the passage of an ordinance which secured the civil rights of the colored people, and by 1834 the slaves of the colony were emancipated.

This brought about the Great Trek of Afrikaners to regions where they would not be under British rule and where they could continue to practice slavery. They settled in the region of the Orange Free State in 1854. By 1877, however, the British had annexed this region and the Afrikaners were outraged. In 1880, the Afrikaners rose in rebellion against the British. In 1881 the war ended without victory.

In 1886 gold was discovered in South Africa. Cecil Rhodes had already become a millionaire from the wealth of diamonds found earlier in the region.

Relations did not improve between the British and Afrikaners and in October, 1899, the Republics declared war on Britain. This is commonly called the Boer War. The British government burned farms and put women and children into concentration camps. Twenty thousand died. The war ended on May 31, 1902 with the signing of the Treaty of Vereeniging. The unification of South Africa was complete, but the British and Boers could not have been further apart.

Good will was restored to the country when the four colonies were formed into the Union of South Africa.

Nationalists tried to form and establish supremacy of the Afrikaners in the years that followed. But the movement did not gain full support and its activities were suspended during the years of W.W.I and W.W.II as South Africa joined Britain's war efforts.

The Nationalists came to power finally in 1948 with the defeat of the United Party under the leadership of General Smuts. Why did the Nationalists win? Because they promised to solve the racial problems of the Union in the traditional way by methods of separation or apartheid. Thus, they turned back the hand of history. Apartheid separated the races in "schools, residential areas, occupations and professions, trains and buses, entrances and exits, libraries, and in every other possible way." The Afrikaners

continued to gain seats in the Parliament by subsequent election in 1953, 1958, and 1961. They now are the supreme rulers of South Africa.

For a long time the African has been a captor in his own country. Finally, in an effort to be heard, a group of South Africans gathered at the police station to hand in their passes which they must carry with them at all times. The pass tells where the African may live and where he may work and for whom. The 2,000 unarmed Afrikans expected to be arrested because the act was in defiance of Government policy. They were not arrested, however, they were fired upon and 69 persons died. The Government declared a State of Emergency and introduced martial law. At dawn on April 1 thousands of people were arrested. None of them was tried in a court of law, but they were kept in jail for periods of up to five months.

"What is to be the future of the beautiful lands of South Africa? How will its Afrikaners, its Africans, its English-speaking people, its Indians, its colored people be able to live together?

Most white people in South Africa want security above all else. They think that a strong white government is the only guarantee of this security. They realize that the blacks in South Africa have the highest standard of living of all blacks on the Continent. But is that enough?

Separate Developement is the newly adapted term for apartheid. The white government has now developed Bantustans or separate, rural regions governed and occupied by Africans. The territorial government will control education and agriculture. The setting up of the Bantustans means that Africans will not have any political or residential rights in the "white" areas of South Africa.

The great fear of most white South Africans is Communism. It would destroy their position of power and privilege and abolish all color bars. Unfortunately because of the stringent racial policies of the Government, it is ripe for the spread of the communist doctrines outside the country among those peoples who oppose the harsh apartheid position. The two doctrines create only further turbulance for the African continent.

The question that comes to everyone's mind is will South Africa "blow up"? Revolution is not likely as long as the white Government remains firm. If anything were to threaten white power, the South African scene would change overnight. Black crowds would swarm the streets. "If lives were lost, the tempo would quicken and if the Blacks became aware of their power blood would flow." But it is not likely that any internal pressures could initiate such a change.

South Africa is subject to external pressure. The Government and policies have been condemned at the United Nations. Her planes may not fly over many African countries and some African nations will not trade with her. The independent nations have promised to liberate her black people. She has been expelled from several international organizations and she has withdrawn from others. In terms of dollars and cents, however, these pressures have had no effect on the country. She is still the richest, most vigorous, most prosperous country in Africa. She is economically independent of all other African countries and has increased her trade with the United States, West Germany, and Japan.

South Africa is militarily stronger than any other African country and the other nations recognize this fact. Thus, they try to influence the United States and Great Britain to bring economic pressure to bear on South Africa because they are the only two powers who could paralyze her.

Revolution is not imminent and would not solve the basic problems of South Africa. It would merely create chaos. It appears that time alone will give South Africa a chance to narrow the gap between the peoples of South Africa. Time enables man a pause for hope when things appear hopeless.

AFRICA AND COLONIALISM

I. The colonizers:
   A. France
   B. Britain
   C. Portugal
   D. Italy
   E. Spain
   F. Belgium
   G. Germany

II. After the explorer, the trader, and the missionary, the government officials arrived in Africa. The continent was a source of raw materials which were needed by the factories in Europe. In turn, Africa could become a market for the goods produced in Europe. So the late 19th century saw a struggle for Africa among colonial European powers.

The colonial era worked changes in all aspects of African life. Africans changed their own arts, their own families and their own religions. Their non-political, non-economic culture became political and economic in orientation or direction.

Today African nations are seeking an identity and attempting to find their role in the modern world. Such a search brings trials, tribulations, and turmoil. It is not an easy path to seek, but it is a most important goal to reach.

The early colonial builders were not wicked people. They had intended to free the colonies when they were ready for freedom.

III. Colonial policies:

   A. <u>French policy</u>. The main purpose of French colonial policy was to make the Africans Frenchmen. They hoped to make the Africans dependent on the French community---economically and politically. They taught the African French language, French literature, and French culture. They had no racial discrimination and encourage inter-marriage among Africans in their colonies.
   B. <u>British policy</u>. The British did not want to make the Africans British. The English attempted to prepare the Africans for future self-government. They applied the principle of "indirect rule". They ruled whenever possible through the chief or other leaders. Africans were given roles in the workings of their government. Britain always had a plan to give the African colonies independence. They moved out before they were forced out.
   C. <u>Belgian policy</u>. King Leopold II became interested in the possibilities of controlling the Congo Basin region after Stanley's famous trip. He set himself as King and lord over the region. He abolished slavery and brought some order to the area. Belgium improved health standards and the economy of her colony. She provided for education at the primary level but did not prepare the colonists for eventual rule of their lands. A common saying was, "The African has no vote, but he does have a shirt and shoes." The races were separated as a part of the natural order of things. The Belgians emphasized the traditional aspects of African life. When the Congo erupted they had few trained or qualified people to take over. Instability was the fate the Belgians had given to them.

D. Portuguese policy: Portugal claims that her territories are merely overseas provinces and are not colonies. Portugal is the oldest and largest empire builder still in Africa. Her "provinces" -- Mosambique and Angola -- are interested in independence and self-determination, but Portugal continues to maintain her authority and power over these regions. A step in Angola sums up her policy. It says, "This is Portugal."

IV. Advantages and disadvantages of colonial rule:

Advantages
A. Schools built
B. Improved medicine
C. Roads, railroads, dams
D. Social benefits gained by presence of missionaries
E. Slavery abolished

Disadvantages
A. Segregation imposed on people
B. Boundaries made along geographical lines, disregard for tribal areas
C. Tribal ways encouraged, modernization discouraged
D. Education and skills limited to Africans
E. Disturbed tribal life

GENERAL INTRODUCTION TO AFRICA

I. Reasons to study Africa

A. Home of 275 million people

B. Problems of the continent affect entire world

C. Voting power in United Nations

D. Rich in cultural contributions

E. Location important - crossroads for three continents

II. Myths removed

A. "Dark Continent"

1. Travel difficult below the Sahara

2. Missionaries

3. Ignorance of Europeans

4. Fear of the interior

B. "Savage" Africa

1. Misunderstanding of morals and mores

2. Necessity for Europeans to feel superior

C. All Africans are <u>not</u> Negroes

1. Caucasians

2. Bushmen

3. Mixed races

D. Jungle

1. Only 1/6 of land

2. Wild animals roam savannas

E. "Cold War" Pawn

III. Size

A. About 4 times larger than U.S.

B. 5000 miles long

C. 4700 miles wide

IV. Topography

A. Plateau

B. Coastal lowlands

C. Deserts

1. Sahara

2. Kalahari

D. Numerous lakes

1. Victoria - one of the world's wonders

2. Tanganyika - 400 miles long

E. Rivers

1. Nile - world's largest, 4,000 miles

2. Congo

3. Zambezi

4. Niger

5. Orange

6. Limpopo

F. Mountains

1. Atlas

2. Drakensberg

3. Eastern highland

G. Rift Valley

V. Major climates

A. Tropical rainforest

B. Tropical grassland

C. Desert

D. Mediterranean

E. Mountain or vertical

F. Humid sub-tropical

VI. Soils

A. Devoid of humus

B. Easily leached

VII. Vegetation

A. Brush or scrub

B. Desert

C. Steppe

D. Savanna

E. Forest

VIII. Mineral products

A. Iron ore - low grade

B. Gold

C. Diamonds

D. Oil and gas

E. Minor minerals

1. Mica

2. Quartz

3. Tungsten

4. Bauxite

5. Uranium

IX. Animal products

A. Camels

B. Cattle

C. Fish

D. Sheep

EVALUATION OF AFRICAN UNIT

To help us evaluate the unit we have just finished on Africa, we would like you to complete this questionaire. How you answer these questions will have no effect on your grade, but will help plan a better unit for next year. Answer all questions by placing an X in the square which best describes your honest feeling about the African unit.

	VALUE TO YOU AS A LEARNING TOOL				HOW INTERESTING WERE THESE ACTIVITIES		
	VERY VALUABLE	VALUABLE	NOT VALUABLE	DID NOT USE	HIGHLY INTERESTING	INTERESTING	NOT INTERESTING
MAP MAKING							
LECTURE							
RESEARCH REPORT							
CLASS DISCUSSION							
INDIVIDUAL DISCUSSION WITH TEACHER							
LEARNING CENTER							
FILMSTRIPS							
BOOKS							
MAGAZINES							
ENCYCLOPEDIA							
PRIVATE DISCUSSIONS WITH CLASSMATES							
DISCUSSION WITH PARENTS OR FAMILY							

	HIGHLY SATISFACTORY	SATISFACTORY	UNSATISFACTORY
INTEREST LEVEL OF TOTAL UNIT			
KINDS AND VARIETY OF ACTIVITIES USED			
AMOUNT LEARNED ABOUT AFRICA			
AMOUNT LEARNED IN AREAS OF NOTE TAKING AND RESEARCH			
AMOUNT AND TYPE OF HOMEWORK			
EXPLANATION OF HOW TO DO ACTIVITIES			
KINDS OF TESTS			
NUMBER OF TESTS			
INDIVIDUAL HELP OF TEACHERS			
QUANTITY OF MATERIALS AVAILABLE			
QUALITY OF MATERIALS AVAILABLE			

In your opinion what was the best activity we did _____

The worst _____.

COMMENTS:

MIDDLE SCHOOL BIBLIOGRAPHY

AFRICA

Call No.	Author	Title
551.45	Goetz	Deserts
551.45	Goetz	Grasslands
551.62	Goetz	Tropical Rain Forests
572.B	Baldwin	Stone Age Peoples Today
572.B	Boer	Igloos, Yurts, and Totem Poles
572P	Petrie	People of the World (Vol. III)
572.96	Turnbull	The Peoples of Africa
573.2	Howell	Early Man
574.9	Carr	The Land and Wildlife of Africa
591	Webb	Animals of the Jungle
591.96	Arundel	Wildlife of Africa
591.96	Wilwerding	Book of Wild Beasts
709.6	Glubok	The Art of Africa
909.82	Boyd	An Atlas of World Affairs
R909.82	Worldmark	Africa
916	Allen	Africa
916	Bernheim	From Bush to City: A Look at the New Africa
916	Bohannan	Africa and Africans
916	Boyd	An Atlas of African Affairs
916	Coughlan	Tropical Africa
916	Griffin	Continent in a Hurry
916	Hillyer	Africa and Asia
916	Joy	Emerging Africa
916	Kaula	Leaders of the New Africa
916	Kimble	Tropical Africa Today
916	Moorehead	No Room in the Ark
916	Murphy	Understanding Africa
916	Nolen	Africa is People
916	Savage	The Story of Africa South of the Sahara
916	Sutton	Illustrated Book About Africa
916	Turnbull	Tradition and Change in African Tribal Life
916	Vlahos	African Beginnings
916.1	Copeland	The Land and People of Libya
916.1	Gunther	Meet North Africa
916.1	Joy	Getting to Know the Sahara
916.1	Spencer	The Land and People of Tunisia
916.2	Brander	The River Nile
916.2	Gartler	Understanding Egypt
916.2	Joy	Island in the Desert; the Challenge of the Nile
916.2	Mahmoud	Land and People of Egypt
916.2	Wallace	Getting to Know Egypt, U.A.R.
916.2	Weingarten	Nile: Lifeline of Egypt
916.2	Gartler	Understanding Ethiopia
916.3	Kaula	The Land and People of Ethiopia
916.3	Watson	Ethiopia
916.4	Daly	Moroccan Roundabout
916.5	Spencer	The Land and People of Algeria
916.6	Bilbo	The Story of West Africa
916.6	Bleeker	The Tuareg; Nomads and Warriors of the Sahara
916.6	Briggs	Tribes of the Sahara

916.6	Caldwell	Let's Visit West Africa
916.6	Davis	Land in the Sun
916.6	Joy	Desert Caravans
916.6	Joy	Young People of West Africa
916.6	Kenworthy	Profile of Nigeria
916.6	Lobsenz	First Book of Ghana
916	Hughes	First Book of Africa
916.6	Rottsolk	The Story of Liberia
916.67	Bleeker	Ashanti of Ghana
916.69	Bleeker	The Ibo of Biafra
916.69	Collis	African Encounter: A Doctor in Niberia
916.69	Forman	Land and People of Nigeria
916.69	Geis	Let's Travel in Nigeria and Ghana
916.69	Watson	Nigeria; Republic of a Hundred Kings
916.7	Baker	The Lands and People of East Africa
916.7	Bleeker	Masai, Herders of East Africa
916.7	Caldwell	Let's Visit Middle Africa; East Africa-Central Africa-The Congo
916.7	Carpenter	The Story of East Africa
916.7	Gunther	Meet the Congo and its Neighbors
916.7	Halmi	Visit to a Chief's son
916.7	Ingalls	Getting to Know Kenya
916.7	Kaula	The Bantu Africans
916.7	Kittler	Equatorial Africa
916.7	Lauber	The Congo: River Into Central Africa
916.7	Lobsenz	First Book of East Africa
916.7	Nevins	Away to East Africa
916.7	Perkins	The Shattered Skull: A Safari to Man's Past
916.7	Waldeck	On Safari
916.75	Kittler	Let's Travel in the Congo
916.8	Clements	Getting to Know Southern Rhodesia, Zambia and Malawi
916.76	Kaula	Land and People of Kenya
916.8	Gunther	Meet South Africa
916.8	Hastings	Search for the Little Yellow Men
916.8	Hopkinson	South Africa
916.8	Juta	Look Out for the Ostriches!
916.8	Paton	The Land and People of South Africa
916.8	Perkins	"I Saw You From Afar"
916.8	Taylor	South Africa
916.89	Kaula	The Land and People of Rhodesia
960	Davidson	African Kingdoms
960	Davidson	A Guide to African History
960	Deltz	Musical Instruments of Africa
960	DeBois	The World and Africa
960	Hatch	Africa Today and Tomorrow
960	Lobsenz	Africa
960	Nielsen	Africa
960	Sterling	Exploration of Africa
960	Wattenberg	The New Nations of Africa
960	Welch	Africa Before They Came
962	Fairservis	Egypt Gift of the Nile
962	Moorehead	Story of the Blue Nile
962	Moorehead	Story of the White Nile
960	Seth	Milestones in African History
960	Moore	Africa Yesterday and Today

National Geographic Articles (In folders on reserve).

M 1	The Winds of Freedom Stir a Continent
M 2	Winds of Freedom Stir a Continent
M 3	Winds of Freedom Stir a Continent
M 4	Finding the World's Earliest Man
M 5	Finding the World's Earliest Man
M 6	Finding the World's Earliest Man
M 7	Uganda's Orphans of the Wild
	Man's Wildlife Heritage Face Extinction
M 8	Freedom Speaks French In Ouangadou
M 9	Where Elephants Have the Right of Way
M 11	Angola, Unknown Africa
M 12	Tutankhamun's Golden Trove
M 13	My Life With Africa's Little People
M 14	Yankee Cruises the Storied Nile
M 15	Into the Heart of Africa
	Stalking Central Africa's Wildlife
M 16	Bushman Survives Only in Harsh Kalahari
	Bushman Art Covers a Quarter of Africa
M 17	Threatened Treasures of the Nile
M 18	Proud Primitives the Nuba People
M 19	South Africa Close-up
M 20	Beyond the Bright of Benin: Artist's Roam
M 21	Spearing Lions with Africas Masai
M 22	Mozanbique - Land of the Good People
M 23	Where Elephants Have the Right of Way
M 24	Freedoms Progress South of the Sahara
	New Africa from Cape to Congo
M 25	Across the Ridge: Pole of the Alps
M 40	Biafra: A War of Extinction and Starvation
M 46	Africa, Tribune Newspaper
M 109	Angola, Unknown Africa
M 115	New Discoveries Among Africa's Chimpanzees
M 120	Freedom Speaks French in Ouasadougou
M 134	Progress and Pageantry in Changing Nigeria
M 142	Algeria Faces - Problem and Promise
M 144	Africa's Mountains of the Moon
M 149	White Magic in the Belgian Congo
M 152	Beyond the Bright of Benin: Artists Roam

Supplementary Books for your reading pleasure (not on reserve).

Aru	Arundel	Simba of the White Man
Bes	Best	Garram the Hunter
Boo	Booth	Kelena
Cla	Clair	Bemba
Chi	Childs	Wocheer
Dav	Davis	Strangers in Africa
Gui	Guillot	Fojana
Kes	Kessel	The Lion
Mir	Mirsky	Nomusa and the New Magic
Wib	Wibberley	Secret of the Hawk
398.2A	Arnott	African Myths and Legends
398.2D	Davis	The Lions Whiskers; Tales of High Africa

Supplementary Books - Continued

398.2H	Harmon	African Samson
398.2H	Heady	When the Stones were Soft: East African Fireside Tales
896D	Doub	A Crocodile Has Me By the Leg: African Poems
921-A	Sutton	Big Game Hunter: Carl Akeley
921-B	Carbonnier	Congo Explorer: Pierre S. de Brazza
921-I	Cormak	Imhotep: Builder in Stone
921-K	Syme	African Traveler
921-L	Arnold	The True Story of David Livingstone, Explorer
921-L	Luthuli	Let My People Go
921-S	Cousins	Dr. Schweitzer of Lambarene
921-S	Daniel	The Story of Albert Schweitzer
921-S	Gollomb	Albert Schweitzer: Genois in the Jungle
921-S	Merrett	True Story of Albert Schweitzer, Humanitarian
921-N	Ames	Nkrumah of Ghana

Filmstrips

FS 638	The Nile Valley (Acc. PS1)
FS 639	The Eastern Highlands (Acc. PS 1)
FS 640	Southern Africa (Acc. PS 2)
FS 642	The West Central Lowlands (Acc. PS 3)
FS 643	Northwest Africa and the Sahara (Acc. PS 3)
FS 1102	Life Along the Nile
FS 1103	Cases In Libya
FS 1104	Contrasts in Nigeria
FS 1105	Life Along the Congo River
FS 1106	Highlands of Kenya
FS 1107	The Bantu in South Africa
FS 1444	The Eastern Highlands (Acc. PS 318)
FS 1445	The Nile Valley (Acc. PS 318)
FS 1446	The Congo Basin (Acc. PS 319)
FS 1447	Southern Africa (Acc. PS 319)
FS 1448	The West Central Lowlands (Acc. PS 320)
FS 1449	Northwest Africa and The Sahara (Acc. PS 320)
FTR 57	Map Outlines - Africa
FTR 77	Map Reading - Africa
K 127	Children of Africa
TC 170	This is My Country: Ethiopia, Sudan
TC 171	This is My Country: Zambia & Nigeria

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Books: 921 African Firebrand
Ken Kenyatta of Kenya

Digging up Adam: The Story of L.S.B. Leakey

FSC: "Dogon Tribe of Central Africa"
"Africans of the River Niger" Region? _____
Fishing
Building a House
Building a Boat
Preparing a Meal
River Bank Village

FS: (BFA) "Africa Developing Continent" series
#3 How the Africans Live
#4 Transportation
#5 Culture in Africa
#2 What the Africans Do For a Living

- - - - - - - - -

960 "East African Village Life"
Afr

960 "East Africa Today
Afr

"Life Along the Congo River" - Region _____

"Oasis in Libya" - Region _____

"Life Along the Nile" - Region _____

"Highlands of Kenya" - Region _____

"Contrasts in Nigeria" - Region _____

"Bantu in South Africa" - Region

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